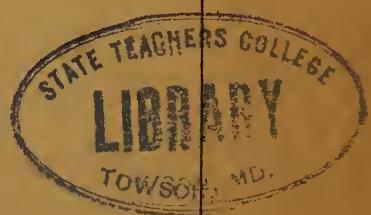


41st Annual Meeting
of the
Maryland State
Teachers' Association

Ocean City, Maryland

June 24—26

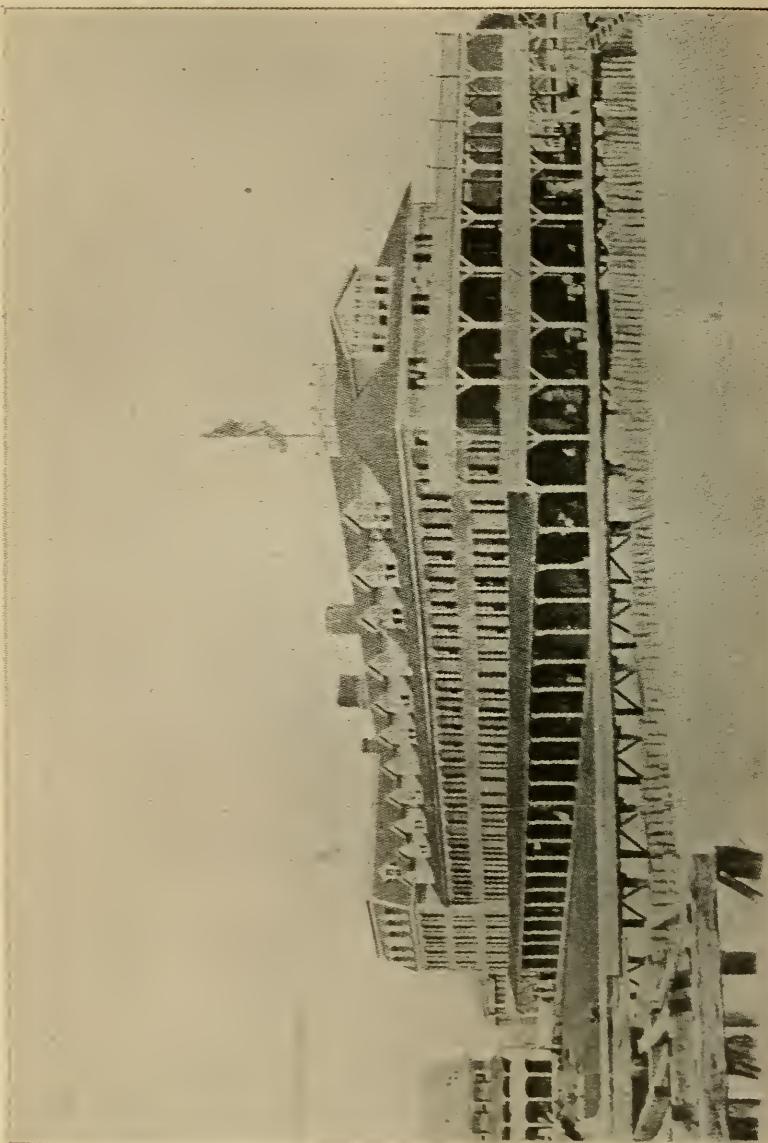
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ATLANTIC HOTEL—OCEAN CITY
HEADQUARTERS OF THE ASSOCIATION

41st Annual Meeting

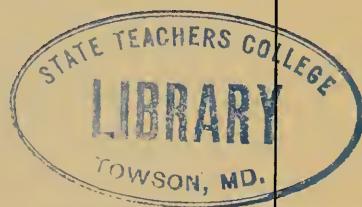
of the

Maryland State Teachers' Association

Ocean City, Maryland

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Maryland State Teachers' Association

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Superintendent of Public Schools, Baltimore County.

VICE-PRESIDENT, GEORGE H. LAMAR,
President of the School Board, Montgomery County.

VICE-PRESIDENT, GEORGE BIDDLE,
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High School, Howard County.

E. H. NORMAN,
President of the Baltimore Business College, Baltimore City.

1908

Department of Education

State Superintendent's Office,

Annapolis, Md.

July.

FOREWORD.

The proceedings of the forty-first annual session of the Maryland State Teachers' Association, held at Ocean City, Maryland, Wednesday, Thursday and Friday, June 24th, 25th and 26th, 1908, are submitted herewith.

Each member of the Association, whose dues are not in arrears, is entitled to a copy of the proceedings and, unless through some inadvertent mistake, will receive one from the Secretary of the Association, Mr. Hugh W. Caldwell, Chesapeake City, Maryland. Persons, who are not members, may procure a copy from the Secretary by the payment of a membership fee of fifty cents.

The work of the Association is becoming more definite and certainly more important each year. The program is meant to include those topics which appeal most strongly to the modern tendencies in education and to have such subjects presented by accepted authorities. Because of this trend in its management, the Association is becoming more and more each year a great unifying force in the affairs of the teacher's work, and consequently the records of its meetings grow in value and usefulness to the teacher.

So strong is our faith in the future usefulness of this organization, and in the ever increasing value of its printed proceedings to our corps of teachers, that there will be an energetic effort on the part of the State school authorities during the next school year with the President, Secretary and Executive Committee of the Maryland State Teachers' Association to enroll *all* teachers as members before the next session convenes.

With the permission of the new Executive Committee, we would suggest that some *one* line of school work, or some one school subject should be taken up each year and then have the burden of preparation to emphasize same. In this way, it will be possible to present the single subject somewhat comprehensively and the bulletin of proceedings will become a desk pamphlet help and reference regarding it.

In the absence of a few definite departments, patterned after the division of work as laid down in the National Educational Association, it seems expedient for this Association to elect each year what will be the major subject for investigation and discussion at each particular meeting. This in turn could be supplemented by further research during the year, and published in the Atlantic Educational Journal, of which *every* teacher should be a reader.

It will be a red-letter day in the history of public education in Maryland, when it can be said that every one of her teachers is a member of the Maryland State Teachers' Association, a subscriber to the Atlantic Educational Journal, and a member of the State Teachers' Reading Circle. The interest, fine program and large attendance, which characterized the Ocean City meeting last month, the increasing excellence of its subject matter and the higher public appreciation of the Atlantic Educational Journal, and the steady growth of the Reading Circle movement, encourage us to be hopeful. In the full belief that we will all co-operate to bring about the speedy attainments of this trinity of ends this volume of proceedings is

Respectfully submitted,

M. BATES STEPHENS,

State Superintendent.

B. K. PURDUM,

Assistant.

Maryland State Teachers' Association.

FIRST SESSION.

The forty-first annual meeting of the Maryland State Teachers' Association convened at Ocean City, Maryland, on Wednesday, June 24th, at 8.15 P. M., President Albert S. Cook in the chair. The President said: "The forty-first annual meeting will come to order by singing 'My Country, 'Tis of Thee.'" This was rendered by the Ionic Quartette and the audience, the audience standing.

The Rev. J. B. North then delivered the following prayer:

"Almighty God: The heavens declare Thy glory, and the firmament sheweth Thy handiwork. We recognize Thy sovereignty, oh, God! everywhere, and we bow graciously to Thy paternal care. We thank Thee for every institution of this fair land of ours, and more particularly for the free schools, which afford the children of the common people an equal opportunity to rise with those more favored. We thank Thee for these noble men and women who so patiently, and with the true spirit of sacrifice, are doing so much to mold the individual character, and to shape the welfare of our fair commonwealth. And, we pray Thee that those in authority may give to them that compensation which their services demand, and we also pray that the lawmakers of our land may be those who will study the welfare of these worthy men and women, and duly compensate them for their services—services which tend for the improvement and advancement of the State.

"We ask these favors of the Triune God, and in the name of the Father, Son and Holy Ghost, world without end, Amen."

Music was rendered by the Ionic Lady Quartette, who sang "There Little Girl, Don't Cry." This was encored and they sang "I Could Not Say No, Sir! Could You, Could You?"

The President: It affords me a great deal of pleasure to introduce Judge Robley D. Jones, of Snow Hill, Worcester County, who will deliver the address of welcome.

ADDRESS OF WELCOME BY JUDGE ROBLEY D. JONES, OF
SNOW HILL, WORCESTER COUNTY.

Mr. President and Members of the Maryland State Teachers' Association:

The proud honor has been accorded to me of extending to you Worcester's welcome, and although my address will be brief, I assure you our welcome shall be none the less sincere and cordial. We welcome you this evening for what you have been, for what you are and for what you will be, not only as individuals but as the representatives of a divinely called profession, whose labor and achievements have done as much as any other agency in fashioning and molding the destiny of our State and nation. I would not discount the influence of the Christian religion in the uplift of mankind. It is the mightier force, but the way for its spread and intelligent understanding had first to be prepared, and yours has been, and still is, the mission of the Baptist in the wilderness, crying, "Prepare ye the way."

The strength of a Democracy lies in the intelligence of the individual, the best possible development of each individual unit of society, and upon such soil will the most thrifty growth of Christianity be manifest, in purer private, political and home lives, in a quickened public conscience and in an equitable adjustment of the matters of trade and commerce. So well understood is this principle that the crying need of the church to-day in all her mission fields is schools and teachers to fill them. No headway can be made in Christianizing the world except by first removing the obstacles of ignorance and superstition.

While it cannot be said that any educational system has as yet reached perfection, it is true that our own has no equal in the world. The Chinese system of thousands of years' standing has always been trammeled by tradition and superstition, looking backward instead of advancing. That of Egypt was but a slight improvement, if any, confined as it was exclusively to the priestly orders. Greece had a system infinitely better and more progressive, but the diffusion of her education was restricted to freemen, leaving at least four-fifths of her population in total ignorance. That of Rome was a vast improvement upon the Grecian; law, history, politics, oratory and physical training were carefully taught, but only to the sons of the aristocracy, and the rank and file of her people knew nothing of the benefit or blessing of such training. England for centuries has supported her preparatory schools and great universities apparently only for the scions of nobility to meet the requirements of State and Church, and their system has never been extended to the common masses. The French method is strikingly similar to the English. The German system, more liberal than any of those mentioned, seems principally to have had the commercial advantage of the nation in mind. Every German child is taught to be a worker at some trade or calling; at the same time it is taught the virtue of frugality and economy, no particular interest being manifested in its

intelligence or happiness, the ends of the system being gratified if an earning power to the State has been cultivated. The imperfection of all these systems can be accounted for by the absence of the spirit of democracy in the respective forms of government under which they were instituted.

Our own system is in entire harmony with our democratic principles. We are essentially republican in all our institutions. The safety of the early colonists depended upon the intelligence and usefulness of each individual, and free public schools afforded the surest and simplest means of supplying this need, and it is to the honor of our own State of Maryland that it was upon her soil that the first public school of America was planted, and at an early date provision was made for a public school in each county of the State. The system has broadened and expanded until to-day the classics, higher mathematics, literature, art and even music are taught in our public schools. Nor have we stopped there, for with more than a fair prospect of success have we introduced into our schools the practical idea of the German in our commercial and manual training departments, and all the advantages of our system are open to every child in the State.

Our progress and success, however proud they may make us, are not to be wondered at. They have come to us in the divine order of things. "There is a divinity that shapes our end." The old prophets in their visions saw this country of ours as the restored Israel. They foretold its birth, its early struggles, its form of government, they numbered its population, they got a glimpse of its wonderful resources and saw and foretold that its people were to be a people of universal intelligence. "All thy children shall be taught of the Lord and great shall be the peace of thy children."

So faithfully is the work of your profession being done in the moral and intellectual training of our young that the handicap of illiteracy and superstition is being rapidly removed, and everywhere there is an apparent moving up to higher planes of thought and living. The world is growing better every day. The great tidal waves of moral reform are not to be attributed to the cranky notion of fanatics, but are the legitimate harvest from seed sown, it may be, in tears, yet have fallen in fertile soil and are bringing forth fruit to attest to a faithful adherence to the lessons learned under your tutelage. The pessimist dares to say that the world is growing worse and points in proof to the increase of criminal prosecutions, but he fails to observe that this of itself is one of the strongest indications of an awakened, quickened public conscience, prohibiting conduct in many particulars to-day which was unobserved until an enlightened public sentiment turned on a stronger light, revealing wrongs hitherto unnoticed in the dark, and compelling the enactment upon our statute books of laws prohibiting cruelty to animals, cruelty to children, suppression of vice, temperance legislation, sanitary measures and the like, demanded by a higher conception of civic and political righteousness, the outgrowth of intelligent education acquired largely under the direction of your profession.

I want to say further that the State has never failed to recognize your value and that while there is an advance of public sentiment along all lines, the State at large is beginning to realize that the time is ripe for a more substantial recognition of your worth, and the near future has in store for the teachers of Maryland a provision, not only for their competency, but I believe for their independence.

The President: It affords me pleasure to introduce a gentleman, who, while he represents a private school in Maryland, is intensely interested in the public schools of Maryland, possibly as much as any other man in the State. I introduce Mr. E. H. Norman, President of the Baltimore Business College.

MR. NORMAN'S RESPONSE.

Mr. President, Ladies and Gentlemen:—

So frequently and persistently has it been stated that the Eastern Shore of Maryland is the garden spot of the world, that it would take a braver man than I, under present conditions, to deny the assertion. A careful search of the encyclopedia having failed to reveal any refutation of this statement, I shall reverently and cheerfully accept it as an undisputed historical fact. To me it seems most appropriate, as we enter the Garden of Eden of the twentieth century, that we should be welcomed to this celestial spot by a man who has done so much to beautify and enrich the landscape, and to make conditions safe and *dry* for the noble men and women who dwell therein.

There are many who will bear willing testimony to the interest Judge Jones has taken in education and of his loyalty to the public school teachers, but I am constrained to believe that it would be well for him to seek a little closer acquaintance with them, that he might know more of their habits and customs. I am led to this conclusion because of recent legislation in which he took a leading part. You doubtless remember that, when the Maryland State Teachers' Association decided to hold its convention at Ocean City, the judge immediately had the State Legislature pass a prohibition bill, covering the entire county in which Ocean City is located. Such precaution, I am sure, would not have been considered necessary had the judge known the teachers better, for my observation and association with them have convinced me that all teachers adhere strictly to the Biblical injunction, "Look not thou upon the wine when it is red." Some people in Maryland are cruel enough to say:

The little drug store by and by
Will sell red liquor on the sly;
And the water wagons' cheerful clatter
Will then sink into a gentle patter.



E. H. NORMAN
MEMBER EXECUTIVE COMMITTEE

Some have even dared to insinuate that on future State occasions you will no longer be thrilled with the beautiful strains of "Maryland, My Maryland," but that instead, the band will play and the people sing:

Hush, little barroom,
Don't you cry;
You'll be a drug store
By and by.

The last few years in this State and throughout the South have been years of great activity along all lines, including education and prohibition. There was a time, many years ago, when it would have been most appropriate and fitting to sing and play that classic selection, "Everybody Works But the Teacher." But conditions have changed; this is no longer the tune of the South, and the "Weary Willies" have been forced to "take up their beds and walk."

Representing, as you do, the flower of the state, what could be more appropriate than that you should be transplanted for a while into the rich, invigorating soil of this garden-by-the-sea, that you may so gain in strength of body, richness of mind, and nobility of character, that when you return to your respective homes and appear again before the thousands of children who are the future hope and strength of the nation, you may be able to shed into their young and receptive hearts a fragrance and a beauty that had hitherto been unknown to you and to them?

This garden of which I have spoken, though differing in some respects from the original Garden of Eden, is in many essentials quite similar. Adam, who blamed woman for his downfall, has many a prototype among the sterner sex of to-day. "She gave to me and I did eat." How similar to the phrase we now so frequently hear, though couched in other words! Eve, beautiful, loving, tender and true, can be duplicated many times over from among the women of your profession. We are told that in this garden there dwelt a serpent, Satan by name. The functions of his Satanic Majesty seemed to be to dethrone truth and enthrone falsehood, to destroy happiness and establish misery, to discredit good and extol evil, to stifle progress and encourage retrogression, to pull down, but never to build.

Have you not a Satan in your garden to-day? Is there not in every community a man who stands for all the Satan of old hoped to accomplish? I refer to the knocker, the fault-finder, the man who sees nothing good in any new movement, who thinks the methods of one hundred years ago are good enough for to-day. He is opposed to modern educational advancement, but why he does not know. He objects to placing trained specialists at the head of our schools. He sees no difference between the real teacher and the lesson-hearer. He thinks the man or woman who can solve problems for children just as good a teacher as the person who has been especially trained to teach children to think and solve problems for themselves. He sees no good in training schools for teachers, and considers it

an unpardonable sin that they should be expected to study and keep abreast of the times. Why teachers should be appointed on account of merit rather than political pull or favoritism, he does not know. Why they should be paid according to their worth, or why they should be offered an increase in salary as an incentive for them to reach established standards of efficiency, is beyond his dull comprehension.

I have no patience with these self-appointed critics who strut up and down the land, trying to block educational progress and finding fault with school methods in general and public school teachers in particular. When I see them engaged in this unworthy occupation I feel like exclaiming in the language of the Saviour, who said: "Father, forgive them, for they know not what they do."

So long as men and women remain human, just so long will this spirit of his Satanic Majesty dwell in the hearts of a few people. It therefore behooves you, as the leaders of intelligent professional progress, to band together and work toward ends you know to be right and for the best interest of those entrusted to your care, that you may fit the children for useful citizenship, and leave a rich heritage to generations yet to come.

To the public school teachers the State owes a debt of gratitude that can never be repaid. A more intelligent, loyal, faithful, earnest band of workers cannot be found. It is a shame to the intelligence of the people, and a disgrace to the State that those who give their time and talent, and burn the midnight oil for the betterment and uplifting of her people, should receive for their earnest effort and efficient service, salaries so amazingly inadequate. But to the intelligence and enlightened policy of our school officials the teachers are indebted for a steady and decided increase in salary during the past few years. We now see a rift in the clouds, and recent legislation bids us hope that better conditions will soon prevail. I trust the day is not far distant when public school teachers shall receive pay equal to that commanded by the same degree of intelligence and effort in the commercial world. Then, and not until then, shall it be truthfully said, the State has recognized the fact that "the laborer is worthy of his hire."

There is confronting you a situation of the gravest importance—one fraught with the most disastrous consequences. Permit me to call your attention to this condition, in the hope that something may be done to stem the tide and avert the danger. I refer to the tendency on the part of students to leave the public schools too early. You should earnestly strive to check this downward movement. The causes, doubtless, are many. Parents are in a large measure to blame. When Mary and John have finished the grammar school, and in many instances earlier, some parents seem to think it a waste of time for them to continue longer or to attend the high school, unless a college course is contemplated. A greater mistake was never made, and I consider it almost a crime for mothers or fathers not to give their boys or girls a complete high school education, if they can by a reasonable sacrifice do so.

Technical schools, or schools of specialty, are in some cases to blame, because of their alluring promises and misleading statements. They do

not and cannot supply the training of the grammar or high school; and those who claim they can or do supply it, are hypocrites and frauds. They know, you know and I know, that there is a vast difference between the way a high school graduate and a seventh or eighth grade student takes hold of new subjects under new conditions. Students should not enter a technical school, or attempt to take up a special course of study before securing at least a sound elementary education, if it is possible for them to do so. There are many cases where this is not possible, and it then remains for them to do with special courses the best that can be done under the circumstances. The great places of responsibility and trust require intelligence and a mind trained to think accurately and quickly. A man may learn and gain by experience, but without education he must be content to follow, to do what he is told, and to be forever deprived of the joy and satisfaction that goes with leadership.

In every avenue of life, the educated, well-trained person is wanted. In the professions, in the factory, in the counting room, on the farm, and everywhere else, there is an increasing demand and opportunity for young men and women who have a good general education such as our public schools are prepared to give and are giving. Any school or person that would seek to deprive our young people of the benefits of a high school education, by persuading them that such a course is not essential and that there is a better, shorter, and easier road to success and happiness, is an enemy to the State, a blaster of hopes, a disgrace among educational institutions, and deserves the condemnation of all right-thinking people.

"Mind will rule and matter yield,
Whether in Senate, tent or field."

What can you do to explode this false notion that the high school is fit only for the select few? I would suggest that you first educate the parents; have them visit the school often; call on them at their homes; get in close touch with them; make them feel that they have a part in the work; explain to them the cultural value of the curriculum; show them that this course will enable Mary and John to see with a clearer vision; that it will unfold to them hidden beauties; that it will make the problems of life easier of solution; that it will pave the way for a brighter, happier, and more successful future. When you have done this, you will have made a long stride forward, greatly lightened your own burdens, and bestowed a lasting benefit on the community.

Next, acquaint your students with the fact that education has a higher and nobler end than the accumulation of riches. Teach them to look above and beyond the sordid desire for commercial gain. Lead them in the work, and unfold to them step by step, and day by day, the richness and value of the high school course. You will, in this way create in them a desire for more, and cause them to see things in their true relations. This will unquestionably lead to a desire to remain in the school; and they will then continue, not through compulsion, but because of their love for knowledge.

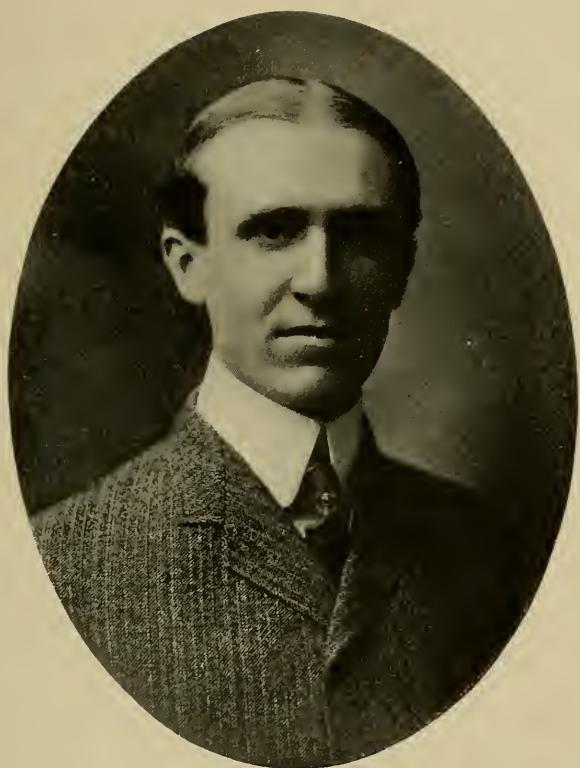
Another factor, which is by no means the least, is the service of trained teachers. To secure such services, two things are essential; suitable means to enable those who desire to teach to prepare for the work, and a sufficient stimulus in the way of compensation to induce competent men and women to enter the profession. Provision should be made in one high school in each county for the proper training of teachers. This would make such a course possible for all, without materially adding to the expense of the teacher. A premium in the form of a substantial salary should be offered those who have the ambition and intelligence to prepare to teach in a scientific manner.

There is no vocation more exalted, none with graver responsibilities and sweeter satisfaction than that of the teacher. There is no department of education which offers larger opportunities for good and for the establishment of high ideals than that of the public school. You receive children when they are young, their minds plastic, their reasoning power limited; and while they are in this condition you have a grand opportunity to mold their characters, start them on the right road, and lay a solid foundation that will prepare them for the stern realities of life, which sooner or later they must face, where the battle is fierce and temptation awaits them on every hand. God grant that you may realize the burden resting upon you and that you may have the courage and strength to do your full duty.

I believe, first of all, it is the duty of the teacher to impress indelibly upon the mind of the student the great importance of honesty, industry, punctuality, truthfulness, and civic virtue; for without these all else would be "as sounding brass or a tinkling cymbal." The future prosperity of the State and the nation and the integrity of its people will be in proportion to your efforts and success in inculcating these principles in the minds of your students.

May you so live and work that your schools shall prove a blessing to the State, and may you implant such principles in the minds and hearts of the boys and girls under your care as shall cause them to develop and ripen into noble manhood, pure womanhood, and that type of useful citizenship which shall prove a help and a safeguard in shaping the destinies of this great nation! May this convention be productive of much that is good, and may you exercise judgment and prudence in all your deliberations! May you learn here the lesson of brotherly love, and direct your ambition and energy toward higher standards and nobler ideals! May what you accomplish be for the betterment of the condition of your fellow-man; and may you not forget that the sweetest happiness we ever know comes not from love, but from sacrifice, from the effort to make others happy and from the satisfaction of duty well done!

President: On behalf of the Association, and on behalf of the quartette, I would like to apologize for the condition of the piano. I think someone has been practicing gymnastics on it for the last few hours.



ALBERT S. COOK
PRESIDENT

A song was then given by one of the Lady Quartette entitled, "There Are Fifty-seven Ways of Winning a Woman." This was encored and a recitation was given.

The President, Mr. Albert S. Cook, then delivered his address.

MR. COOK'S ADDRESS.

Fellow Teachers, Ladies and Gentlemen:

One of the distinctive and characteristic purposes of the National Society for the Scientific Study of Education is to emphasize the idea that problems arising from one's immediate work are usually the best starting points for a study of education. I make no apology, therefore, for a brief discussion this evening of "The Problems of County School Supervision."

The organization of education in the counties of Maryland is most favorable for efficient supervision. The most vital single advantage of its organization is the county as the school unit, an advantage enjoyed by but two or three State school systems. The county unit permits an organization of educational forces in each county similar to that of the medium size and smaller cities, with the physical limitations, of course, of more or less widely separated schools with their small enrollment. But in every county there are villages and towns scattered about where schools with several teachers are maintained, and these small centers of population may logically be made, as they are now in several of our counties, the *group center* for various supervisory purposes and activities.

With the county as the unit for administrative purposes; with a State School law second only to one or, possibly, to no other State, with the highest administrative educational body in the State—the State Board of Education—and its chief executive officer—the State Superintendent of Education—always willing and anxious to co-operate with and encourage every movement for constructive supervisory plans and methods, it is certainly obligatory for the *County Boards* and the County Superintendents of the State to make the best of the possibilities and potentialities of our school system.

To learn how well the educational forces of the State are meeting these obligations and opportunities, it is only necessary to hearken to the discussions of the educational situation and the so-called educational awakening in Maryland at educational conventions and conferences and in the great summer school centers during the past few years. But merely a beginning has been made toward realizing the possibilities of wise administrative progress for the future.

A student of educational practice, discussing various methods for the training of teachers, has said: "There is still another substitute for much training school work. This consists in good supervision of teachers after they have entered upon their work as teachers. The need of supervision is generally recognized, but the difference between *good* supervision and *poor* supervision, or none at all, is seldom noted. *The most effective and*

economical training of teachers possible is to be had in actual school work under wise and efficient supervision."

It seems to me that such an ideal of supervision is especially applicable to the situation in the counties of Maryland, where many of the beginning teachers have little or no strictly professional training, where the training school is for the most part the daily work of the classroom.

With such an ideal of the *purpose* of supervision, there are a few general principles that should be kept in mind which may be mentioned briefly before passing to an analysis of the instruments or means of supervision.

A. Principles stated.

I. Take the *forces* and *materials* at hand and organize them in a businesslike way, so as to bring about a constantly increasing efficiency.

Few superintendents have ideal conditions for efficient supervision, and there must necessarily be great variations in the education, training, experience, interests and efficiency in any corps of teachers.

II. Recognize differences in ability and differences in interests by *making no universal requirements*.

Every large business is organized on this basis of specialization along the lines of special ability, adaptability and interests in those employed. Referring to our first principle, take the forces and materials as you find them and organize them into an intelligent working body, but not into mere working *machines*, duplicated as often as there are teachers in the corps.

III. Co-operation or group work should be a fundamental principle of supervisory organization, not dictation or mere authority.

With these general principles in mind, what are the instruments or means of supervision?

First, the *Course of Study* as a means of supervision.

When supervision is organized in the spirit of the general principles I have suggested, the *Course of Study* becomes a very vital factor in educational progress through co-operation. Group work along the lines of ability and interest, and the sharing of the work of the small group with the larger group will bring about, under wise management, a splendid co-operation in the whole teaching body.

It is the supervisor's business to discover aptitudes, ability and interests, and to use them to the advantage of all.

I shall not stop to illustrate, but co-operation *group work with the children* has come to be an important educational principle, and I am glad to see that a discussion of that problem is on our program, and it is my purpose to emphasize the importance of a somewhat similar organization of group or co-operative work among the teachers in reference to both the material and method of education.

In the administration of the Course of Study, here are a few problems for the superintendent:

1. Who shall compose it?
2. What should be the main features from the administrative stand-point?
3. How much prescribed work should there be? Should there be alternatives? Should there be optional work?
4. You *must prescribe* and there *must be freedom*—how can this be brought about?
5. How can the teachers help be enlisted in making courses of study?

II. The Institute as a means of supervision.

The two weeks' teachers' Institute, organized on the summer school plan, just before the schools open in September, has found a sure footing in several of our counties.

The Institute is coming to be a place where the teachers work, study and recite; the work is in principles, subject matter and method, and is organized on the group plan.

Written tests, notebooks, lesson plans, &c., are in order daily or at the close of the session as the character of the work permits. These papers are graded by the instructor and returned to the teacher and a record kept for reference by the superintendent.

In Baltimore County during the past four years, a year-to-year progression in the plan of the institute work was arranged, and real instruction was given by instructors who were selected for the special lines of work planned. No *hit or miss* so-called inspirational lecture work is given. There are general meetings of all the groups occasionally for lectures on educational principles, but the instructor of each group at the next period holds his group responsible for a discussion of the main points of the general lecture.

Needless to say it is not difficult to get instructors to work under such conditions who ordinarily are not interested in the usual kind of institute work.

This plan of institute work, so far as Baltimore County is concerned, has been a gradual growth, due to assistance in the work of instruction and by suggestions as to the plan on the part of the several well known educators from Teachers' College, Columbia University, and elsewhere.

It is in this institute work that supervision reaches even the rural school teachers, especially since many of them expect eventually to find places in the larger village and suburban schools.

III. *Group meetings* as a means of supervision.

After several years experimenting with local teachers' meetings over the county at large, a fairly satisfactory plan has been worked out.

The third Friday afternoon of each school month except September and June is given over to local teachers' meetings lasting ordinarily from

two to four o'clock. The teachers of the smaller schools go to the most convenient village school, organizing a local meeting of from five to fifteen teachers. They choose a leader, subject to the approval of the superintendent. In the larger village and suburban schools, there may or may not be visiting teachers.

On Saturday morning, once a month, the superintendent meets with these leaders: plans for the following meetings are arranged by this group of leaders, difficulties of the last local meeting are discussed, and administrative matters are taken up as occasion requires. Outlines for meetings with notes and references are worked out by this group, duplicated, and each local leader receives a copy. Written reports on assigned topics are asked for at this meeting, and the leaders send a detailed report of each local meeting to the superintendent.

Group meetings are also conducted by the Primary Supervisor, and special optional evening classes are organized by members of the supervisory force and teachers of special subjects.

IV. *The Supervisory force as a means of supervision.*

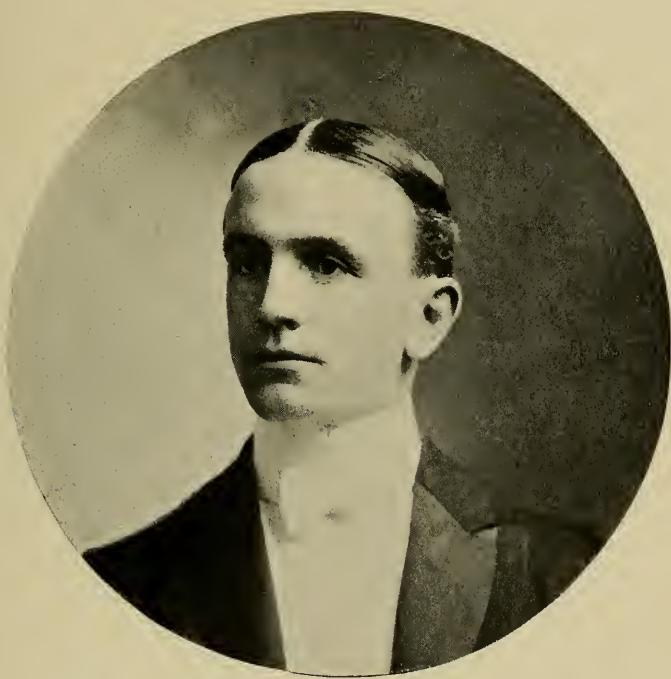
In my judgment, one of the most important and far-reaching steps in progressive county school supervision either in Maryland or any other State was made in nineteen hundred and two, when Allegany County introduced the plan of special primary grade supervision for a large part of the county working on the *group center* plan.

So far as I have been able to learn, no other State has a county school system working along these lines, although the work has been undertaken in at least six of the counties of Maryland. In fact, only the more progressive, small and medium size cities are beginning to recognize the importance of this work.

Too much credit can not be given the State Department of Education for the strong encouragement given this special work; and the State Superintendent's plan to provide for a Teacher's Training School in each county of the State that wanted it, was no doubt to further the progress of special primary and grammar grade supervision in the State.

While Allegany and Baltimore Counties, because of the grouping of population centers, are peculiarly adapted to this form of supervision, the plan has been carried out with splendid success in several of the counties that are strictly rural counties in respect to the distribution of population, the only handicap being the expense involved in securing competent supervisors; and it is my opinion that the State could as well afford to assist this work as generously in a financial way as it has the Commercial Course in the High Schools of the State.

It is in this phase of special primary and grammar grade supervision that merely a beginning has been made toward realizing the possibilities of wise administrative progress in our problems of supervision in the counties of Maryland.



HUGH W. CALDWELL
RECORDING SECRETARY

I am reminded here of an illustration in a recent educational publication of the importance of the point of view of the superintendent, which I shall briefly summarize and paraphrase in conclusion:—

The two daughters of the Professor, a trifle unlike in temperament, but their chief dissimilarity being a knowledge of a few of the old Greek stories on the part of one, were sitting before the fire-place one evening *seeing things* in the crackling embers, the blaze from time to time replenished by the dry, half-rotten remains of the old lawn fence. She of the Greek story knowledge, gazing with eyes of reverie into the glowing mass of half-consumed wreckage, had suddenly exclaimed, "I see Hercules with his club!" whereupon the golden-haired one, roused to emulation, had cried out, hoarsely, "*I see nails!*" On the day before, too, as they were playing about the old post-holes in the lawn, the Professor had heard them cry out, the one triumphantly, "*I see Perseus and Gorgon!*" and the other, a trifle belated and embarrassed, "*I see mud!*"

Undoubtedly we all see the "mud and nails" of our daily work, but who will see the other things—with a touch, perhaps, of creative imagination—the things that rise above and reach beyond our daily work with its discouragements, the things which, brought to fruition, mean *progress*.

President: The Secretary has a few announcements to make.

SECRETARY'S ANNOUNCEMENTS.

Dr. T. H. Lewis, of the Western Maryland College is obliged, through unusual pressure of work, to give up his lecture for Friday evening. Dr. Lewis regrets this, but he has an additional burden to bear at this exhausting season in the way of making new curricula.

The President of the Association will announce at the meeting tomorrow morning the Committee on Enrollment, the Auditing Committee and the Committee on Resolutions.

It is hoped that each teacher present at this meeting of the Association will enroll as a member. Each member receives a printed copy of the proceedings. Last year 374 members were enrolled—the largest number in the Association. It is hoped that the enrollment this year may be increased to at least 500.

Mr. W. A. Houston will gladly welcome the members of this Association tomorrow at between three and four P. M., for the purpose of distributing Dixon's pencils, at room No. 119, Atlantic Hotel.

Prof. Austin's paper on "One Means of Growth" will be read tomorrow morning (Thursday), and Dr. West's paper will be read Friday morning. The exchange is made to accommodate Dr. West who is detained in the city on official business.

We regret to announce that the Governor will not be with us tomorrow evening. The Good Roads Commission has so engrossed his time and attention that the Governor feels he cannot spare the time taken for transit

between Ocean City and Baltimore. Instead, we shall have an interesting talk on the work of the blind by Prof. Bledsoe, Director of the School for the Blind.

President: The Quartette will now favor us with "The Goblins Will Get You If You Don't Watch Out."

This was so heartily encored that the President said: The Quartette will be with us tomorrow; also the next day. If there is no further business, the Association will adjourn until 9.15 tomorrow morning.

Meeting adjourned.

Respectfully submitted,

HUGH W. CALDWELL,

Recording Secretary.

SECOND SESSION.

At the meeting held on Thursday, June 25, 1908, at 9.15 A. M. President Albert S. Cook in the chair.

The President: The Association will be seated and the quartette will sing, "If You Had Been Born on an April Day."

President: The Secretary will read the minutes. The Secretary read the minutes of the last meeting.

President: If there is no objection the minutes are approved as read. I now announce the following committees:

COMMITTEE ON ENROLLMENT.

Miss Margaret Robinson,.....	Frederick County.
Miss S. Elizabeth Meade,.....	Howard County.
Miss Sarah Williams,.....	Baltimore City.
Miss Addie Deane,.....	Talbot County.

AUDITING COMMITTEE.

Dr. R. Berryman,.....	Baltimore City.
Sydney S. Handly,.....	Talbot County.
E. H. Norman,.....	Baltimore City.

COMMITTEE ON RESOLUTIONS

Robt. H. Wright,	H. Crawford Bounds,
	H. R. Wallis.

Mr. Howard C. Hill, of Cumberland, said:

There is a matter which I think will be of interest to teachers this morning. We all appreciate the advance that has been made in salaries of teachers throughout the State. It has put new life into the hearts of all of us. But there is one thing that has given more satisfaction than that of the salary increase. Never before in the history of the State have the

teachers shown such a widespread sentiment in the effort to enforce a higher standard of education in the State. They are taking a greater interest in everything that tends towards educational progress. Perhaps there is none that is of more importance to the teacher than the reading of educational papers. We have in our own State an educational journal, which after two years has now passed the experimental stage and is now opening up a wide field of usefulness. In view of this, I now beg to offer the following resolution:

Whereas, The Atlantic Educational Journal is recognized throughout the State as a necessary means of communication among the educational forces of the State, as an able and persistent champion of progressive, educational policies, and as a most helpful factor, generally, in our educational progress, and

Whereas, The Maryland State Teachers' Association is a stockholder in the Atlantic Educational Journal, and the President of the Association is, ex-officio, a member of the Board of Directors of the Journal, therefore, be it

Resolved, That the Maryland State Teachers' Association recommends to the school officials of the State that steps be taken looking towards the enrollment of every teacher in the State as a subscriber to the Atlantic Educational Journal.

Mr. Simpson: I heartily endorse that report as there is no better means of stimulating work along educational lines than by the school journal. Our County Board added to the teachers' salaries enough money to cover half the cost of subscription for the teachers in our schools. I would like to see every school board in the State do the same.

President: You have heard the resolution; are there any remarks for discussion?

Miss Richmond: I have been a subscriber to school journals all my life. I know what effect they have had upon me and I know what effect they have had on others. They have given me inspiration and have thrilled me with a desire to do something. I feel that if I have had any success in my school work, part of it is due to the school journals which I have read. Maryland is becoming recognized as a leader in educational matters, and now if we can make our school journal not only one of the best journals in the State, but one of the best in the whole country we shall do for Maryland what cannot be done in any other way. The school journal is a fine thing, and I know something about school journals. In the past two years this magazine has been growing, and the contents of its pages are such as are necessary and inspiring to every school teacher in the State. It is a medium which keeps us in touch with the best methods of education, with the opinions of educated people, but not only that it shows what the teacher really needs in the line of books. This school journal has an exclusive page or two devoted to criticisms of every new book, so that a teacher, having this school journal, can see what is best to read and what has been approved and recommended. In this way she wastes neither time nor money. Now I have spoken of the work of

the school journal, there is another matter. While I would not advocate the school journal unless it was a good thing I think on account of its excellence it should be patronized by every one. It is a Maryland journal, and we should support it. Maryland has been in the background. Modest she is, though not excelled in her work at any time. Now let us patronize our school journal, show that we appreciate it and the world will appreciate it because we do. It will lead other people to read it and reading they will see that it is a good thing. I know it is a good thing. I know what good methods are and I have seen some of the very best methods and principles advocated in that journal. I appeal to you as teachers of Maryland to help support this journal. It is a part of the property of this Association. Let us do what we can for it. It is a good thing and I hope that every school examiner will do the same thing as Mr. Simpson says his county has done, and help the teachers to take the paper. There is nothing that helps the teacher so much as to feel that there are in authority those encouraging her to do what is right in the way of subscribing for school literature to help her in her work. I hope that every examiner in Maryland will see that each teacher takes the paper for two or three years.

Mr. Hugh W. Caldwell said: After the strong words of commendation we have heard, it hardly seems necessary that any more should be said. I am heartily in sympathy with the resolution that has been presented to this meeting this morning. It would be an excellent thing if we could place in the hands of every teacher as good a magazine as the Atlantic Educational Journal has been during the past two years. I want to say in bringing you this message from the County of Cecil that there is no school journal more appreciated in my county than the Atlantic Educational Journal.

Mr. Murphy: It seems all has been said that is necessary. We have a journal and it requires co-operation on the part of the teachers to make it good. Let us give our co-operation by moving and voting that we adopt this resolution.

Mr. Herbert E. Austin: We have found the journal most helpful.

Mr. Charles T. Wright: I think one of the most serious objections to the journal at first was that it was not practical. That has now been wiped out by the character of its present articles. I want to say here, that speaking for my own county, I expect to put the matter before my teachers and invite them to subscribe stronger than ever before. It will be to our credit and honor to make this journal a success.

The President: Read the resolution, which was carried unanimously.

The President: Before going further I would like to say that I have attended every monthly meeting of the Board of Directors and I am thoroughly acquainted with the inside working of the Board. I could say a great many things that would be of interest to you, but I only want to say this, that every man and woman who has anything to do with the paper, is doing it not merely for reasons of mercenary character, but for

the broad basis of the interests of the teachers of the State. I have felt as I attended these meetings that this paper deserves our support, and it is up to the Maryland State Teachers' to keep the paper up to the highest standard, not only by subscribing to it, but by helping to contribute to its pages. That is one of the most difficult things to do, to keep it up to the present standard, so send in matter as well as subscriptions.

We will now take up the first subject of the morning and I will call on Prof. Herbert E. Austin, of the Maryland State Normal School.

Mr. Herbert E. Austin: I feel like a crab before it has shed its shell, very tender, and I want you to deal gently with me after I get through.

"ONE MEANS OF GROWTH."

"The teacher should be the big, bounteous thing of his community."

George Herbert Palmer in the April, 1907, Atlantic Monthly, writing of "The Ideal Teacher," says that one of the four characteristics which every ideal teacher must possess is an already accumulated wealth. These hungry pupils are drawing all their nourishment from us. And have we got it to give? They will be poor if we are poor, rich, if we are wealthy. We are their source of supply. Every time we cut ourselves off from instruction we enfeeble them.

And how frequently would teachers make this mistake—dedicating themselves so to the immediate needs of those about them, that they themselves grow thinner each year. That is exactly the opposite of what it should be. The teacher should be the big, bounteous thing of the community.

Some one has said that the trouble with the stuff taught in our schools today is that it remains stuff; that it never gets made over into boy or girl. If that which we teach is to be made over into boy or girl, it must first be made real. And right here lies the point of difficulty.

Did you ever listen to a speaker whose words thrilled you through and through, so that you found yourself actually reacting to the experiences and feelings portrayed as though you, yourself, were personally experiencing them?

As you listened, almost spellbound, you whispered to yourself "he knows, he has felt the things and passed through the experiences whereof he speaks." They became real to you because they were realities to the speaker.

Contrast him with other speakers you have heard. The word-pictures may have been just as beautiful, the thoughts expressed just as noble. Yet they fell dead upon your ears. You felt no response from within. Why? Because you felt the absence of that subtle something which vitalizes all words and makes them real to the listener. You felt that the speaker had neither felt nor experienced the thoughts he expressed. There is something within one which can tell unerringly whether the message one brings to him is real or fictitious.

One cannot make real to another that which is not real to him, is a vital principle in teaching.

A thing that is dead or which has never existed cannot awaken or quicken life in another.

If the teacher is to be the big, bounteous thing of his community he must have come in contact with and experienced that which he would give.

We say that education is to make for social efficiency; that education is to prepare the boy and girl to go out into the world prepared to take their place in its affairs and do their part, and a little bit more; that education is putting one into possession of those experiences that will function in better future action, or as Dr. Hodge puts it "Learning those things that are best worth the knowing to the end of doing those things the better that are best worth the doing."

Is the teacher in a position to-day where he can make real to the boys and girls the things that make for social efficiency? The experiences that will function in better future action, the things that are best worth the knowing to the end of doing those things the better that are best worth the doing?

Do you realize that in the very many of the so-called best administered school systems, and among our best and most promising teachers, there are conditions operative, which are not only nullifying the attempts to meet the ends of education as given above, but which are producing a type of character among teachers which not only makes them worthless for the work of the schoolroom, but which makes them of but little use in the community in which they live? "Devoted teachers making this mistake, dedicating themselves so to the immediate needs of those about them that they themselves grow thinner each year." Earnest teachers held down by a system that "fosters devotion to petty methods and devices and an insistence on details that analyzes everything to atoms; that formalizes till all the juice is effectually squeezed out and nothing but mentally, undigested fibre remains." Both conditions cutting the teacher off completely from contact with life and its expression. Cut off from life and literature, can the teacher remain the big, bounteous thing of his community? Can he make real to his boys and girls, the things that make for social efficiency? "By his isolation from society he becomes too unpractical to bear his proper part in turning the wheels of social progress; so that out of harmony, generally with the instincts and needs of society that for the most part it makes past him, leaving him stranded, high and dry, like the fossils on the shore of an ancient sea."

Can we afford to allow such conditions to continue unchallenged? Here, Mr. School Superintendent, is to be found the principal reason why so many of your best teachers are leaving the profession of teaching for the business office or the profession of the trained nurse. Here is to be found one of the reasons why you see so few entering the profession, and of those entering so few showing promise of the possession of that power and personality so essential to good teaching.

Here also we find, I believe, an explanation of why so many of us are getting such meagre results from our work, notwithstanding the increasing amount of energy and vitality experienced on our part.

If our schools are to be what they ought to be, if the teacher is to be and do what he ought to be and do, he must be growing bigger year by year rather than thinner. If the teacher is to grow, he must take the time and opportunity to come into contact with that which makes for growth. He must remember that we have a professional body to feed as well as a physical body.

Just as we must feed our physical body in order to maintain life, *i. e.*, supply energy for the internal activities of the body, to keep it warm, to supply the loss resulting from wear and tear of muscle and organ, to furnish the materials necessary for growth, to supply us the energy that enables us to do work in the world about us, so must we feed our professional body, if we would keep it alive, warm, unwasted, growing and capable of doing strong, vigorous work in our schools and community.

Teachers must wake up to the fact that they need to tear loose from the littleness of their environment and come into touch with and become a real part of this great thing we call life, if they would not starve their professional bodies if they are to make real those things education is striving to implant in others, if they are to be the big bounteous thing of their community.

President: There are three gentlemen down on the program for discussion of this paper. By the rules, the discussion is limited to three minutes each.

Mr. Geo. Biddle: In the three minutes that have been given to me necessarily I must come directly to the point and not attempt to talk on how best to educate children, for that is a point upon which the teachers and best thinkers have given much time and thought and yet the problem is very far from solved. The opinion of our business people, of our educators, of all leaders is being sought for—looking for the development and practice of it to be made possible. To this end then we must give complete thought to what is best and to get that thought we must refer to the past. Life is too short for any one to acquire and develop all the good things that occur in a teacher's life. We must know the methods that have produced success and govern ourselves accordingly. Teachers need means of growth, we need life, we need enthusiasm to believe in our work and to throw our whole souls in our work. To talk of this thing and to talk of it like this seems impertinent. We want to learn and we want our children to learn and we must make the path easy so that they can follow. We want the best illustrations, we want those things that will make everything plain and clear. We want then our best illustrations, our best methods. You want to pick up the child and carry it with you. You want the eyes of the child turned toward you pleading for more. You want that story that shall be well told and fairly understood. Now I presume you would like to know what we are doing in Cecil County. I

do not know that we lead, perhaps we do not, but this I do know, in that county we have just as many members of the Reading Circle as we have teachers. Every teacher is a member. How was this brought about? By earnest work, by persistent work. We appointed a county committee as a unit consisting of three persons. Of that three we have Mr. Caldwell—he is full of enthusiasm. He is one of the most genial men I know and I am sure if you call on him you will find his heart is full and if you tap it, it will flow out.

Mr. Charles T. Wright: I have not much to say about this subject. There are one or two thoughts that come to me. The keynote of Professor Austin's paper seems to be the character, a beauteous thing in the teachers. I have often wondered how we expect to feed the big, beauteous thing in our school unless we determine as teachers to expand mentally as well as physically. I sometimes enter the schoolrooms of our teachers and somehow or other I am unable to discover whether I am in contact with a growing teacher or not. I believe that some people think that the personality of a man or woman is born with them. I do not believe it. I believe that when we come in contact with life and reality and when we are willing to drink at the fountain of knowledge our personality changes and changes for the better. Find a teacher weak in the preparation of her subject and in all probability you will find a teacher who is not prepared with the subject matter and has not that consciousness that enables her to conclude that she can learn more by coming in contact with the thoughts of others. Too many of our teachers are not reading and thinking outside of the schoolroom. If you expect to do professional reading and feel just a little indolent along that line you had better join in some association where you can enter into contact with people and you will be under obligation to do the reading that you would otherwise not do. I characterize some teachers as ignorant of their ignorance, and I want you to know that no one recognizes this until we come in contact with some other life broader and better than our own. Until we do this and are convinced of our own ignorance the way is barred to further knowledge.

President: Owing to a change in the program I call upon Prof. J. W. Huffington.

Prof. J. W. Huffington: I am happy to tell you that the Reading Circle of Wicomico County has been a great success. In the first place our superintendent keeps a correct record of the attendance of our teachers from our district association, and I might say that personally I believe that one of the best means of growth is the dividing of the county into different districts. We have fifteen districts. Besides these we have a principal's club. In both of these associations we study. A correct record is kept by the superintendent of the attendance of the teachers. A record is also kept of the patronage of the professional library and also just what interest they take in the work or in methods. I think that that has had a great deal to do with the successful organization of the Reading

Circle in our county. Another means of growth is the great number of teachers attending the summer schools. We have 28 teachers in our Normal and we feel that these two things backed up, of course, by the enthusiasm of our County Superintendent have made our teachers grow and grow to a great extent.

President: The next number is a duet by Miss Kenny and Mrs. Bornschein, "Sing Me to Sleep." This was rendered in fine style.

President: The next number will be a paper by Miss Beatrice P. Robertson of Wicomico County, on "Arithmetic in the Third, Fourth and Fifth Grades."

Miss Beatrice P. Robertson said: If Professor Austin felt like talking about being thin-skinned, certainly I feel like the tale about the hard-shell animal. There was an old Southern darkey who found an immense turtle. He pulled him out and dragged him along the road. A ventriloquist met him and thinking to have some fun with the old man threw his voice into the turtle and said, "Nigger, what are you going to do with me?" The negro thought it was a strange thing for the turtle to talk but kept on. Again came the voice, "Nigger, what are you going to do with me?" At this the darkey dropped his hold of the turtle and cried out, "Nothin', sir, nothin'; I thought I was just going to let you down right here and let you alone."

I feel very much like dropping my subject, too, and that reminds me of another story. A young man and a young woman were much enamored of each other. One evening they returned from a social gathering and the mother had an idea that Mr. Jackson kissed Maggie before leaving her. She thought that was a terrible thing, so she said to her daughter, "Maggie, I hope you did not suffer Mr. Jackson to kiss you?" And the dear girl replied, "Mother, I did not suffer."

So I hope you will not suffer in listening to what I may have to say on "Arithmetic with the Third, Fourth and Fifth Grades."

(a) I. PSYCHOLOGICAL REMARKS.

Last winter I was strongly attracted to the salutation of one of the many circular letters that pile themselves upon the teacher's desk. It read, "Dear Playmate in the Kindergarten of God." My attention arrested by this unusual method of address was directed through the body of the letter until the closing words, as striking in character as the salutation were reached. They were "Here is a handclasp for a woman, who is helping to educate the youth of our land."

So to-day, not upon any merit, not upon any ability do I attempt to discourse before so able, so experienced, and so strong a body of assembled educators as this; but accepting the request from our honored chairman of the executive committee as a duty, therefore a pleasure, do I stand for one who is given in handclasp with you to assist in the direction of the tender minds and sacred trusts of the kindergartners of God do I main-

tain the place as a helper, a lover of children and attempt to generally discuss a subject, which affects so directly the usefulness of the child for all future time.

Two things are dealt with in the education of children which fix the course of study or any subject in that course of study. I. The child's mind, or that upon which the teacher operates.

II. That upon which the child's mind exercises itself, or the mental food presented. The mind of the child must develop the same as the body. It must exercise certain activities that give the individual training in,—

I. Intellect, or the power to know;

II. Sensibility, or the power to feel;

III. The Will, or the power to choose and execute.

Through a logical course of reasoning, it follows, in exercise of these powers, that all education is moral. That is the final end—and that the training of the will is the great and predominant purpose of the school.

(b) 2. What then should be our aim in teaching arithmetic in the third, fourth and fifth grades?

To clearly accomplish any work of value, be it temperative or lasting, a purpose must exist and also a clear knowledge of that purpose. Sometimes it may seem that certain effects are obtained by general courses—but are they worthy? Certain courses produce certain effects and the teacher must understand thoroughly those courses to be able to intelligently direct the tender efforts of the child. Is the end sought in this branch of study discipline or is it business ability or is it both?

Is the teaching of arithmetic to children from 9 to 12 years of age for mental discipline or is it for practical mastery over the every-day problems of life? Why do you teach or why is arithmetic taught to a 9-year-old boy or girl? As I see it, the aim in teaching arithmetic in the third, fourth and fifth grades to boys and girls of 9 to 12 is to begin the development in a systematic, natural way of the reasoning powers that lay dormant in the mind of the child. Rightly done, this makes the child master of himself, hence capable of the abilities of childhood in discipline, business ability or whatsoever phase the child may have to meet.

At so early an age, would it not be impracticable to say "We are aiming, by the course in arithmetic, to train this boy or girl for practical business ability"—and as much so would it to be to say "we are taking this little child and teaching him arithmetic to discipline his tender energies."

Nature is the model teacher. Take then the embryo of plant life. Note that it shoots out its tender plumule, micropyle, and unfolds its cotyledons in the soil of its location, to be nourished and to grow from those constituents that surround it. Likewise, we accept the child as a located life to unfold the hidden forces within by giving the required food—not easy for an earnest teacher. Arithmetic is a food for the child's educational development. Development is the aim. Development is the purpose of

teaching arithmetic in the primary and intermediate grades. Just as the development of a plant unfolds a plan—a beauty—a usefulness in its unfoldment, so does the development of the child-mind produce a discipline—a usefulness—a foundation and capability for business life.

There is no education without development—there is no growth without well and right-directed effort. Development in these grades should lead to skill in mathematical processes. In short, these grades aim, in subject matter to teach the processes of arithmetic in the best way possible, bearing in mind the two chief purposes, to develop the reasoning faculties and to train the power of accurate, rapid, and skilful manipulation of numbers, avoiding foolish fads and hobbies, exercising ability in drawing, cutting, folding, measuring as an aid to clearer concepts, stimulating inventive powers by exercises in forming problems from given data.

2. What work should be covered before entering the third grade?

The work of the first two grades is in number. Whether a child's idea of numbers shall be clear or vague depends upon the work of the first two grades. The knowledge that a child should possess at the close of his second year should be: 1st. The clear ideas of numbers. 2d. *Skill* in the process of using the numbers. Work in the first and second grades is largely objective and deals chiefly with concrete numbers.

First—

- I. Forming, writing, and naming nos. to 20.
- II. 1c. to 9c., 5c., 10c., 1 dime to 9 dimes, 50c.
- III. Pint, quart, days, week, 12m., 1 doz., ft., rule, linear, square and cubic inch.
- IV. Addition and subtraction, nos., involved less than 20 (an application to easy oral problems—no formal solutions).
- V. Roman notation to X.
- VI. Counting to 100.
- VII. $\frac{1}{2}$, $\frac{1}{4}$, 1-3 to 1-10.

Second—

- I. Writing, forming, and reading nos. to 1,000.
- II. \$1, 25c.
- III. Linear, ft., gal., yd., mo., sec., min., hr., time by clock, perimeters of squares, oblongs and triangles.
- IV. Addition and subtraction, multiplication through 5, division (concrete oral problems).
- V. Signs +, —, =, \times .
- VI. Roman numerals to L.
- VII. Fractions shown by folding (Partition).

The work of the first two grades is in fundamental processes—addition and subtraction tables, multiplication and division tables correlated. Rapid oral work daily applied in concrete and abstract examples and Nos. written to 1000.

3. What now shall be the work emphasized, and what the work omitted in the third, fourth and fifth grades?

Begin the third grade by drilling in fundamental operations, rapidity and accuracy. Perceive, express, memorize.

Third—

- I. Forming, writing and reading nos. from 1,000 to 10,000.
- II. U. S. Money—Table, reading: making change. Practice in accounts and in making forms of bills and working the same; money paid for the use of money.
- III. Dry Liquid—Long measures—taught objectively. Finding area of surface.
- IV. Multiplying integers of 2 orders. Long division of 2 orders (not more than two processes to be combined).
- V. Roman notation to 5,000.
- VI. Fraction and mixed numbers.

Fourth—

- I. Forming, reading and writing numbers above 10,000.
- II. Review of multiplication tables, the four operations of 1, 2, 3 orders, drilling for speed and accuracy.
- III. Denominate accounts, developing objectively the square and cubic measures, area and volume, all work objective concrete examples (Rectangle and Rectangular solid).
- IV. Fractions and mixed numbers.
- V. Factors and exact divisors, no formal study, no concrete problems.
- VI. Carpeting and lumber measure.
- VII. Decimals.

Proofs of accuracy of results should now be secured for the necessary facility and accuracy in computing under the four fundamental rules must be acquired, as want of accuracy and rapidity in mere calculations detract the attention which should be given to investigation and correct statement of clothed exercises.

Fifth—

- I. Formation, notation and numeration—1 Roman, 2 Arabic.
- II. Fundamental operations.
- III. Factors, exact divisors, multiples, cancellation.
- IV. Fractions.
- V. Decimals.
- VI. Denominate Amounts.
 - (a) Tables in use. (b) Bills and accounts. (c) Reduction of simple denominate accounts. (d) Sq., rectangle; cube, rectangular solid.

Briefly this mentions the amount of work in the third, fourth and fifth grades. It is unsatisfactory to leave unsupplied the trains of that that are suggested but time requires relative values in general topics, hence their development is barred out.

4 The amount of work to be covered in each grade is regulated by the amount that can be accomplished.

Pupils can be trained to logical habits of mind and stimulated to a high degree of intellectual energy by solving problems adapted to their capacities. They become practical mathematicians—not by learning certain business forms, but by founding their knowledge on reasoning which they fully comprehend, and by being so thoroughly exercised in logical analysis that they are independent of arbitrary rules. The amount of work should not exceed the capacities of the pupils; but should be sufficiently hard to keep the faculties active and alert. The amount of work that can be accomplished is taken as a unit of classification, and within that space the various subjects should be treated topically, though not exhaustively. Each advanced step in every topic is preceded by a brief "resume" of the concepts already acquired, so that the pupil may obtain a comprehensive grasp of the whole.

5. The amount of mental arithmetic to be taught is generally conceded to be a large portion. Its value cannot be overestimated. Mental and written arithmetic should be so combined as best adapted to the thoroughness and rapid progress of the pupils. Mental arithmetic gives a rapidity, accuracy, and thoroughness as could not be easily attained by any other exercise.

6. It is generally conceded that the forenoon, and preferably the early part of that, is best suited for mathematical processes.

Arithmetic requires more reasoning and therefore uses up more of the nervous energy than most subjects. The place best suited to it then would be when the mind is most rested—most active, and we believe that time to be the morning. The time per day to be devoted to arithmetic should be from 60 to 80 minutes—30 or 40 minutes to be in recitation and the same amount in study period. The order of recitation should be assignment, recitation by testing, and questioning, to be followed by study period. Much stress should be laid on the method of recitation—Of the recitation, 33 1-3 per cent. should be assignment, 55 5-9 per cent. for testing recitation, 19 1-9 per cent. for questioning by both teacher and pupil.

7. How can we secure the amount and the stated work for these grades. What methods will enable us to get best results. The teacher "sees" the end from the beginning, and the pathway to it, then plans definite means to reach that end along the line of least resistance. Her every act has a purpose, clear and intelligent, directed toward this end. These acts in the aggregate constitute her method. To say definitely to a teacher—here is a method—a deductive—an inductive—a spiral—a topical method in arithmetic, use it, is to place a bane which will weaken her power—and destroy the value of her work. There is no method for all—there are general principles—there are no general methods. Each individual teacher encompasses his or her own respective abilities—and while their enlargement and development by the knowledge and observation of the devices of others, yet it is alone the "power within" that reflects itself in the diverse individuals to be instructed. Skill and accuracy, rapidity and completeness are to be desired and must be secured in arithmetic. How? Let the

teacher come to her class—earnest, enthusiastic and interested. Let all the broadness of child-life fill her and thrill her as she recognizes that before her is one of life's greatest opportunities. Let her be a child at heart and in interest capable of appreciating the efforts of the young—let her be a man or woman in reality, capable of directing and enlarging those efforts.

The life of the recitation is the teacher. Many devices could be suggested, but time permits not. Make, however, arithmetic practicable, omit all unnecessary items. Be genuine in knowing that some text-books contain useless matter and be broad enough to cut it out. Originality must exist, be capable of developing lessons before your class—let them—teach them to develop and it will follow as day the night, that they will learn.

I hear some say perhaps that there are some processes in intermediate arithmetic that are dull. Let me say there is no process, but around which, we can weave a fancy that a child will listen with as much interest as to the fairy stories of the kindergarten. I repeat that the teacher is her method, and there can be no lofty tribute to childhood unless the teacher herself is a fountain of praise in her work. For example, Lessons on Bills.

In conclusion, is there any need for me to comment on how to excite and how to maintain a child's interest. The short of it is, the teacher must understand the philosophy of teaching, must keep abreast of times by reading most approved books, observing expert teachers handle classes, listening to men and women of ability and experience who know.

Meet the child enthusiastically and earnestly, and teach him principles in a heart-to-heart manner, they will interest him. I thank you.

PAPER BY MR. W. E. DAVIS, WORCESTER COUNTY.
DISCUSSING THE PAPER BY MISS ROBERTSON,

ARITHMETIC IN THE THIRD, FOURTH AND FIFTH GRADES.

There is a growing appreciation of the fact that arithmetic is one of the most difficult of all subjects to teach, and that its teaching should not be undertaken without thorough preparation in the subject matter, and especially in the art of presenting it. Let us not get the idea that because we are teaching arithmetic in its simplest form that it requires no preparation on our part. We are dealing with a pupil in the most critical stage of his mathematical career and it lies entirely with us whether he succeeds or whether he fails. Doubtless you have all heard, time and again, and heard it from a teacher, too, that that boy or that girl is simply fine in spelling and geography, but he can't do a thing with arithmetic, indeed he seems to have no head for mathematics at all. There is something wrong with the teaching and not with the pupil's mind; for arithmetic is a science of pure reason, and whoever can think at all is able to learn it to the extent it is taught in the public schools. Perhaps we may ascribe this erroneous belief of the child's inability to learn in a long measure, and indeed I may

say entirely to, too rapid and difficult work at the outset, if there is sufficiently careful and easy work at the beginning, if the rate of progress is determined by whether or not the pupils have mastered what is in hand, and not by an apportionment made in advance, and if the pace is set according to the needs of the slowest, earnest student, rather than by the abilities of the quickest, pupils will not be muddled at the very outset, and will not give up the struggle in the settled belief that they are constitutionally lacking in a certain mathematical sense which many of their fellows seem to have. But you say the school board, whose instructions we are supposed to obey, say that we must cover a certain number of pages. Yes, but the school board does not say that you shall compel your pupils to wade through work which will be of no benefit to them whatever. Hence the teacher should take it upon himself to eliminate the outgrown and less important matter from arithmetic and labor to bring it into conformity with the needs of the present day life. Thereby not only shortening the work to be done by the pupils, but making them more thorough and more practical. So much for the work in general.

Now let us consider the text-book for a moment. Under this head I want to discuss firstly, what text-book we should use, and secondly, how we should use it.

In discussing what text-book we should use I do not intend to specify any particular book, but simply name some principles which should govern us in selecting the books. Of course the first requisite is that the book should proceed inductively for the first years, it is our aim to give the pupils an idea of the broad underlying principles of arithmetic. The next principle applies to the whole school as well as to the 3rd, 4th and 5th grades, and that is select such books for the different grades as will make the course continuous. I mean by that we are to choose books that will lead the pupil gradually from a lower to a higher step. I think I can best illustrate this by example. Wentworth's Arithmetic for the Third Grade has at the beginning of the work for the second half of the year two pages on compound quantities, and he does not touch compound quantities again until the last part of the second half of the fourth year. Immediately following this a small space is devoted to square measure which is not touched again until the latter part of the fourth year. What does this mean? To my mind it means a waste of *time* for both teacher and pupil. For the teacher spends many weary hours trying to get the pupil to understand what to him is a very difficult subject, and the pupil worries himself into the belief that he can never understand it; and with what result, with the result that teacher and pupil have got to go through identically the same process the latter part of the fourth year, for we all know that no pupil in the 3rd, 4th and 5th grades will retain such things unless they are constantly being brought before them. In the course for the 4th grade, I find the same fault.

The pupil is made to wade through square measure, cubic measure, volumes, carpeting floors, papering rooms, and board measure and has no use

for it again until the 6th grade, after which time they are continually using it. An arithmetic for the 3rd, 4th and 5th grade, to my mind, should be small, simple, up-to-date, that I think includes being practical, it should combine oral and written work, for it is only by proficiency in the former that we become successful with the latter, the advance from step to step should be gradual and it should above all foster thinking.

How should we use the book—I will simply say here, because I will touch it again under Methods of Teaching—that it should be a diagram, so as to speak, which marks out a path for us to follow.

How about our method of teaching, is it such as will make the pupil accurate? Are we prone to allow the little mistakes to go by unheeded? I fear we are especially in our work at the board. Let us take heed of the little mistakes for it is only by correcting these that the blunders are done away with.

Again is our method such as will make the pupil practical? Again I must say that I fear that in most cases it is not. I fear we forget at the beginning that the chief end of mathematics is thought not routine. I say I fear we forget this and allow our pupils to memorize and repeat regardless of whether they thoroughly understand or not. This routine work or parrot-like repetition need not be tolerated at any stage (even the earliest). It is possible to bring arithmetic within the comprehension of the child, to make it reasonable, natural and interesting to him.

How are we to do this? Firstly, make your illustrations simple. Do not use terms that your pupils cannot understand. Indeed I do not think our illustrations can be too simple, so they carry out our point. Secondly, bring our work as close to nature as possible. Never allow young people to deal in abstract numbers; but rather make the numbers mean bushels or pecks or gallons, some such thing. Thirdly, using the form set for us in the text-book, make our examples of a local character. That is, make Mr. A or Mr. B, a leading business man in town, be the one who is doing the buying or the selling and you will be surprised at how much interest that will add for the pupil.

Lastly I fear the pupil is not sufficiently practical because he lacks that analytical power which will make him practical. The only way in the world for the pupil to become analytical is by you encouraging and insisting upon him asking questions. So long as the questions are sensible, always be only too glad to answer them no matter how many are asked. Never give a pupil an off-hand answer. If you do not know the answer to his question do not hesitate to say so and tell him you will hunt it up and bring it in for him next day. You will not only injure your prestige as a teacher, but you will give your pupils inexpressible aid and will also raise you very much in their estimation.

In conclusion, allow me to quote from Professor Young as to the improvement needed and coming: That the results attained in arithmetic are not commensurate with the time and energy expended admits of little doubt. It admits of still less doubt that the world of teachers of arith-

metic is awake to the fact—gravity of the situation and that remarkable improvement has taken place in the last few decades, second in importance, let us hope, only to that which will take place in the next decades.

President: The next number of the musical program will be omitted, but we will have it immediately after the next address. Last year many of us went to Jamestown to the meeting of this Association and while there, on Virginia soil, we were very cordially welcomed. We sent a member of our Association to their educational meetings and he reported a very cordial reception there. I now have the pleasure to introduce to you, Superintendent F. B. Fitzpatrick, President of the Virginia State Teachers' Association who will present "A message from the State Teachers' Association of Virginia to that of Maryland."

A MESSAGE FROM THE VIRGINIA TEACHERS TO THE MARYLAND TEACHERS.

Delivered Thursday morning, June 25, at Ocean City, before the Maryland State Teachers' Association by F. B. Fitzpatrick, fraternal delegate to the Virginia State Teachers' Association.

Mr. President, Fellow Teachers of the Maryland State Teachers' Association, Ladies and Gentlemen:

I consider it a peculiar honor to be your guest to-day. I appreciate the fact that my visit pays me a dual compliment. It is a rare privilege, as well as a great responsibility to address teachers and, at the same time, to represent teachers; hence, it is with no small degree of pride and gratitude that I stand before you to-day as the messenger of happy greetings and warm sympathy from the teachers of my own State to the teachers of Maryland.

I was about to offer you the hearts of the teachers of Virginia, but, upon second thought, I deem it unnecessary. Professor North, your representative to our last annual conference, held at Roanoke, Virginia, won them completely and permanently there. He stimulated and strengthened us in our aims and purposes as an association, increased our faith by telling us that you had won in some of the battles that we were then fighting.

I congratulate you upon taking the initiative in establishing the fraternalism and good will now existing between the two Associations. It was indeed a happy thought. In studying the educational conditions of the two States, I find that your problems are largely ours, and ours largely yours; hence it is meet that we should take counsel. May we not hope for an expansion of this spirit of fraternalism, this spirit of love, of good will, of friendship, of sympathy and professional interest among the teachers throughout the South? A great southern Teachers' Association, made up of representatives of State Associations could be a great power in the present movement for education in the South. It is with pardonable pride,

I assure you, that I suggest Maryland and Virginia as the two States to take the initiative in effecting such an organization.

I am glad of the opportunity to visit the State of Maryland. I am delighted with your beautiful country. I was taught during my school days to sing "My Maryland." I sing it yet. I am teaching others to sing it. It is one of the most popular school songs in Virginia. I count it a special privilege, then, to visit the State that I have been taught to call my own. While we cannot claim you as one of our daughters, we can certainly claim you as a worthy sister and describe you as the State that Virginia loves.

I am especially glad to meet the teachers of Maryland. I am pleased with the warm reception you have extended me. I am teacher myself. My wife is a teacher. In fact, I have a peculiar fondness for teachers. Whenever I am with a body of lady teachers, I feel very much like the young lady who stood under the mistletoe in the presence of her lover. Under the time-honored tradition, connected with the mistletoe, he claimed his kiss. To which claim this beautiful young lady, half resenting and half assenting, made this happy reply: "I never consent, but I am glad that I am here." Addressing the ladies more especially I am indeed glad to be here.

There are many things for which I would like to congratulate your Association to-day. I would like to speak of its long and useful history; its achievements and its failures; its methods of doing things; but time forbids. I must say, however, that I am especially pleased with its leadership in fixing the educational policies of the State. In too many cases teachers' associations are passive forces rather than active, positive forces. They wait for orders when they should be giving them. They move from a force without, instead of from a force within. In some counties of my State, teachers never make an independent move. Leadership in education affairs, my fellow teachers, belongs to you.

I read a story the other day of a certain curious individual and a strange lad. This curious individual thus accosted the lad: "What is your name, my boy?" "The same as dad's," replied the lad. "Yes, but what is your dad's?" "The same as mine," was the quick reply. "Yes, but what do they call you when they want you to come to breakfast?" "They don't never call me, I always gits there first."

I believe that teachers should be first in fixing the educational policies of this country. They should do the planning, take the initiative, and do the inviting. They should seek counsel, of course, from all sources, but it stands to reason that no class of people understand the educational needs of the State as well as the teachers. In fact, the people expect you to lead. They are holding you responsible for leadership. I congratulate you, therefore, upon the fact that your Association is an active, positive influence in fixing the educational policy of the State.

To begin with conditions in my own State, it may be well to call attention to two or three characteristics of our Association. Our membership

is indirect; yours is direct. Teachers become members of the State Association through membership in local associations. Local associations join the State Association. The State Association, then, is a representative body made up of and supported by local associations. This plan serves to emphasize local effort, to develop local leaders, and to connect the State Association with every school community in the State. We have a strong County Association in almost every county of the State, and in some counties several district Associations. Here we find apathy, lack of interest, lack of appreciation of the value of an education, poor attendance, poor teachers, and poor equipments. Our most important work as an Association is in the rural district. All school questions must be carried to the people. These local Associations serve the State Associations admirably in conducting its State campaign, and in informing the people on educational subjects.

Again, in our annual meeting in 1906, we adopted the plan of the N. E. A. in dividing up in two departments. I see you are considering the plan. I can commend it most highly. Primary teachers are not especially interested in the work of high school teachers, neither are high school teachers interested in the work of primary teachers. It seemed well, then, for the annual conference to divide up into departments, and for each department to meet separately and to have its own program. We have four separate departments; the conference of high school teachers, of principals, of rural school teachers, and of primary teachers. Each department has its own constitution, granting it a certain independence and at the same time linking it strongly with the State Association. The departments with their special aim supplement the State Association, and the State Association in turn supplements the departments.

There is another feature of our annual conference that may be of interest to you. It is a conference of all the educational forces of the State; a conference of many conferences. The superintendents, the trustees, the supervisors, the State Teachers' Association, with its various departments, the co-operative educational association, with its local school improvement leagues, all meet in separate conferences during the day, and in general conferences during the nights. This union of conferences was called into existence in November, 1906, at Richmond, Va., by our active and efficient State Superintendent, Hon. J. D. Eggleston. Sixteen hundred delegates were in attendance. It reminded me of a great political rally. In commenting on the success of the conference, Dr. E. A. Alderman, President of the University of Virginia, said: "The conception was unique, and the plan larger and more far-reaching than that of any other similar meeting of which I know. The most impressive educational gathering that I have ever seen in any Southern State."

Hon. R. C. Stearnes, Secretary of the State Board of Education, was then president of the Association. He and our State Superintendent, who has always been a friend to the teacher, substituted this larger conference for the smaller annual conferences of the State Association. We teachers look upon this conference as a bond in the evolution of the State

Teachers' Association. In the language of one of our distinguished superintendents, the Virginia State Teachers' Association culminated in the great conference held in Richmond in November, 1906, in which teachers took and held with distinction a co-equal and co-ordinate position in that masterly symposium, which added to the dignity and influence of the teachers' profession. When I looked upon that great body of teachers I saw for the first time the splendid personnel of the teaching profession of the State, my professional pride ran up several degrees.

The Association existed prior to this meeting, but it breathed hard. Its life was a struggle for existence. This meeting was truly a second birth.

The Virginia State Teachers' Association congratulates itself on having associated forces in its efforts for better things. I trust that you have an organization similar to the co-operative Education Association of our State. This is a volunteer effort on the part of citizens. It is an effort to organize school improvement leagues in every school community of the State. This organization is doing a wonderful work. Besides this, we have superintendents' and trustees' conferences. The State department is bond of union among these active organizations. One of the nicest realizations of the resent education awakening in Virginia is the unity of purpose and harmony of effort existing among these forces.

So, in speaking of our recent progress in education, I do not claim all the honor for the State Teachers' Association; but I do claim that it has been largely instrumental in all of our achievements.

During last fall the I. T. A., backed by the State Department, conducted a fall educational campaign upon a definite platform. The aim of the campaign was to hold a meeting of teachers, citizens and patrons in every county of the State to discuss the following practical school problems: an increased appropriation from the State Treasury, in addition to the regular State taxes for schools; the establishment of an additional State normal; a minimum salary law for teachers; and the establishment of a teachers' pension fund. This campaign culminated in the great Roanoke conference, where we had between seventeen hundred and two thousand delegates in attendance. This was a repetition of the Richmond conference and even a greater success. Here we appointed our committees to go before the Legislature, which met in January. As a result of the educational campaign Legislators went to Richmond, not only well informed on school problems to be considered by the General Assembly, but in many cases pledged to support them. While we did not secure all we desired, yet we are gratified over the results. In some particulars our attainments surpassed our most sanguine expectations.

First, this Legislature supplies the teachers of the State by giving them a pension law. It is similar to yours. It provides for the retirement of teachers after twenty years of service in public school work upon a pension of half the annual salary received by the teacher at the time he retires, provided that no teacher shall receive more than \$400 annually and no principal more than \$500. The fund is secured by a 1 per cent. tax on the salary of teachers and an appropriation of \$5,000 annually from the State

Treasury. There are not many teachers opposed to the general principle of the pension system; the 1 per cent. tax is a little objectionable to some in Virginia; but, after all, I consider this one of the greatest victories ever won by the teachers of Virginia. In the language of another, the victory lies in the fact that the State of Virginia has recognized the justice of a teachers' pension system.

I stated a few minutes ago that the Legislature surprised the teachers by giving them this law. I must explain what I mean by that. A very distinguished superintendent of Virginia stated in a public paper in the fall of 1906 that the State Teachers' Association had brought about a strong sentiment in favor of establishing a pension system for a disabled superannuated teacher, which if pushed, would result in the institution of such a beneficent system. We could see at the Roanoke conference that the sentiment was growing. With no organized effort back of it, no one dreamed, however, that this prophecy would become a reality in so short a time. State Superintendent J. D. Eggleston said that the success of the pension committee had taught him a lesson of faith and grit. Indeed, it has taught the entire teaching body of Virginia an invaluable lesson of faith and grit.

The victory was won, too, by a committee of earnest, faithful, determined and intelligent women, appointed by the educational forces at our Roanoke conference. I wish I could describe to you the plucky and irresistible fight they made before the Legislative Committee. We are quick to recognize woman's superior teaching ability, but we are slow to recognize her moral force, her momentum of character and her persuasive powers. If you have some difficult legislation to put through your next General Assembly, let me advise you to place on your Legislative Committee some of these earnest determined women I see before me.

Again, we secured an appropriation to establish two additional State normals. We already have two, one for men and one for women. This will give us four. The teachers asked for but one.

As an experiment, we secured an appropriation of \$15,000 to establish normal departments in some of our best high schools to be selected by the State Board of Education. This will give us ten or fifteen normal classes scattered throughout the State and will meet a long-felt need. Wisconsin has seven State normals and yet she has been compelled to establish thirty of these normal departments. Michigan has established twenty, and the State Superintendent claims their establishment the greatest step taken in Michigan for many years. It is an effort to carry normal instruction to the young men and women of our State and thereby secure their services. There is a growing demand in Virginia for trained teachers for rural schools. This is an effort to meet that demand.

In the same act, we secured an appropriation of \$20,000 for the introduction of agriculture and manual training in certain high schools to be selected by the State Board of Education. This is another experiment, but we feel sure that it is the beginning of great things in industrial education. I regret very much to see that your last Legislature failed

to comply with the recommendations of Superintendent Stephens in these two particulars.

One of the most interesting phases of educational progress in Virginia has been the development of the State high school. This began with the enactment of the high school bill by the Legislature of 1906, providing for an appropriation of \$50,000.00 to establish State high schools. The State Board of Education distributed this money in subsidies, ranging from \$200.00 to \$400.00, and required local authorities to expend as much money for high school purposes as they received from the State. This appropriation with this wise distribution lead to the establishment of one hundred and forty-nine State high schools in one year, and the expenditure of about \$250,000.00 by local authorities to meet the \$50,000.00 appropriated by the State. With these splendid results, we had no trouble in getting the last General Assembly to double the high school appropriation and make it \$100,000 instead of \$50,000. Not the least of the beneficial results of the high school bill is the uniform State high school course or study, now used in all high schools. This led to the introduction of a State uniform course or study for primary and grammar grades. It goes without saying these courses of study are bringing order out of chaos in our public school curriculum.

R. C. Stearnes, Secretary of the State Board of Education, claims that one of the most important pieces of legislation ever enacted in Virginia is the law passed by the last Legislature, affecting supervision of schools. This law fixes the minimum salary of the superintendent at \$900.00, which at present is \$200.00, and requires him to devote his entire time to the duties of his office. The average salary of superintendents under the old law is about \$500. He devoted as much of his time to supervision as he saw fit. This law will revolutionize school supervision in Virginia and will mark the beginning of a new era if the State Board of Education adheres closely to its spirit, and does not let its provisos defeat its purpose. It makes the supervision of schools a profession, a vocation rather than an avocation.

We also secured a compulsory attendance law, over which we are not very enthusiastic. The statute makes it necessary for the qualified voters of a district to declare in favor of compulsory attendance at some general or special election before it can be applied. This proviso defeats its purpose. I believe, however, that some districts will declare in favor of it, and will demonstrate the wisdom of compulsory attendance.

Three events took place in the year 1905 in the State of Virginia that will always stand out as landmarks in the educational progress in that State: First, the May campaign conducted by the Co-operative Education Association; second, the establishing of the State Board of Examiners and Inspectors; third, the election of our present active and determined State superintendent by the people. Prior to the establishment of the State Board of Examiners and Inspectors, the certification of teachers was very unsatisfactory. The superintendents throughout the State conducted the examinations, graded the papers, and issued the certificates.

This gave us as many standards as we had superintendents. A third grade certificate in one County might be worth as much as a first grade certificate in another. Scores of teachers were teaching without any certificate. Favoritism ran amuck. Something had to be done. The State Board of Education met this unhappy condition fearlessly by establishing the above Board. This Board has established a uniform standard and has the situation well in hand.

Now, my fellow teachers, just a word or two as to our future, and I am through. The teachers of Virginia believe in looking forward and not backward. While they are still rejoicing in reaching achievements, they are, at the same time planning to make the future richer in attainments. This fall will see inaugurated in Virginia an educational campaign broader and clearer in its aims and purposes than any similar effort ever put forth in the State. It will not be a campaign of a week or a month, but it will be a campaign to continue until the next Legislature, to be waged in every school community of the State. The teachers were never more determined to bring things to pass.

Our most signal defeat before the last Legislature was our failure to secure a teachers' minimum salary law, but we do not propose to fail before the next General Assembly. We mean to join you and other progressive States in placing upon our statue books a minimum salary law for teachers.

The real problem in Virginia is the salary question. The average annual salary of white teachers is \$243.00. Scores of our best teachers are seeking positions in other States. Something must be done, and must be done quickly to meet this emergency. We are in the attitude of the man who fell from a high bridge, and prayed to God to have mercy, and to have it quick. You have met this same emergency courageously and successfully with a minimum salary law of \$300.00. In this, you have set us an example, and we mean to profit by it. You failed in your first efforts to secure such a law, just as we have, but I thank God that you succeeded when you explained it fully to the people, and that your last Legislature perfected the law by increasing the minimum from \$300 to \$450 and making it applicable to your best teachers rather than your poorest.

Such a law, says our State Superintendent would require a salary item of \$2,600,000.00. Our present salary item is \$2,149,648.00. Our specific work, then, is to create public sentiment for the salary item of \$2,600,000.

In conclusion, I trust that the present relation now existing between the two Associations will continue, and that you will elect at this meeting a fraternal delegate to our next annual conference.

President: The Secretary has a few announcements to make.

Before the announcement could be made it was proposed, seconded and resolved, That a vote of thanks be accorded to the gentleman from Virginia for his interesting address.

President: I have been asked to call attention to the beautiful art collection on exhibition in the next room by the Turner Art Company. It is

now ready for inspection. The Secretary will now read his announcements.

The Secretary read the announcements as follows:

There will be a meeting of the High School Teachers' Association, in this room, at 3 P. M. A large attendance is requested.

(Signed.) AMON BURGEE, *President.*

The members of the Enrolling Committee will please meet the Secretary at the close of the meeting. All teachers are urged to procure membership cards from the Enrolling Committee at once.

A meeting of the superintendents will be held at 2.30 P. M., to-day, on the balcony of the Atlantic Hotel, to discuss the commercial course in our high schools.

The Ionic Lady Quartette then rendered "Some One To Love Me."

The President then declared the meeting adjourned until 8.15 P. M.

(Signed.) HUGH W. CALDWELL,
Recording Secretary.

THIRD SESSION.

THURSDAY EVENING, 8.15 P. M., JUNE 25, 1908.

President: The Association will please come to order, we will open with music by the quartette. The quartette then sang: "Honey Bee's Honey Moon."

President: Miss Richmond, the chairman of the Executive Committee, has asked me to read this letter from Governor Crothers:

EXECUTIVE DEPARTMENT,

Annapolis, Md., June 22, 1908

MISS SARAH E. RICHMOND,
2508 Madison Avenue.

Dear Miss Richmond:

I received your letter on my return home, and I regret very much that my engagements are such as will absolutely prevent my being with you on the evening of the 25th inst. I am now getting my affairs straightened up, in order to attend the Democratic National Convention, and I will be unusually busy for the next ten days. I have looked forward with anticipation of much pleasure to being with you, because I take great interest in the work that the teachers of Maryland are doing in our public schools.

Very truly yours,

AUSTIN L. CROTHERS.

President: We are very glad to say that we have with us tonight Mr. John L. Bledsoe, superintendent of the Maryland School for the Blind,

who has kindly consented to talk with us on some phases of the condition of the Blind in Maryland.

Mr. John F. Bledsoe, Superintendent of the Maryland School for the Blind, spoke on

TEACHING THE BLIND.

Ladies and Gentlemen: In 1874 a Mr. Valentine Hoye when in Paris, and whilst passing a restaurant on the street had his attention called to a group of poor blind men and women, who were arrayed in fantastic costumes, and were playing ill-tuned instruments for the benefit and amusement of the loiterers around the cafe. His heart was touched at the sight, and he asked himself why the blind could not be taught? Previous to that time certain blind people, here and there had done a great deal, but there had been no universal effort to educate them. One poor man who had been born blind had become a great mathematician, and Blacklock, the Scottish blind man, had become one of the sweetest poets of the day. But these were just isolated cases, here and there, as it were shooting stars. The great mass of blind people the world over had to grope their way in utter darkness.

In 1878 Mr. Hoye went to Cavan, which was an asylum for the blind in Paris where these poor men could be cared for, but so far as a school was concerned such a thing had never been heard of. One day Mr. Hoye asked a blind boy about 13 years of age to come with him and be his pupil.

"How much are you going to give me?" asked the boy.

"I want to teach you," was the reply.

"I can earn so much a day," said the blind boy; "pay me so much and I will come with you."

This was agreed to, and he took the boy to his home and gave him weekly as much money as he could earn as a beggar. He taught him printing. One day he sent the boy to his desk for a paper, and the lad feeling the paper with his delicate touch could read the letter O, because the type had struck so hard that the impression was made almost through the paper. The boy could read it. This discovery of the boy gave the idea for embossed type for the blind. Hoye seized the idea, and adopted Roman type, he made up an alphabet and soon began to print from embossed type. He gave demonstrations before the King of France, and thus was established the first school for the blind. From this beginning the school became known all over the world, and visitors from different countries went there. Schools were established by Hoye all over the world, even in Russia. In 1879 a citizen from Boston became interested, and the Perkins Institution for the Blind was established in that city. Nobody knew how to educate the blind. Fortunately they found a young man who subsequently became famous in teaching the blind, Dr. Samuel G. Howe. He was engaged as director. He visited Europe, and began to teach the pupils in America in 1882. From Dr. Howe's work schools

were established in different parts of the country. You remember he established his fame, if he had done nothing else by taking Laura Bridgeman and educating her, she was deaf as well as blind. If Dr. Howe had not shown the way that wonderful prodigy Helen Keller could never have been taught.

The Maryland School for the Blind was established in 1883. Previous to that time a few pupils had been sent from Maryland to the school at Philadelphia. Mr. B. J. Newcomer was one of the first charter members of the Board of Directors. He with five other men got together, and through intercession had an act passed by the Legislature incorporating the Maryland School for the Blind. Since that time between 600 and 700 children have been educated at the school. The school now consists of two departments—the Maryland school for the blind, and the department for the deaf and blind, boys and girls, who are in different departments of course. The work they do is practically the same as you do with your children. The visitors, who come to us, open their eyes and say "Can the blind do this?" "Why, certainly." The fact is our motto with the blind is "We can do anything that anybody else can do." Not quite as expeditiously perhaps, perhaps not quite as well, but pretty good and, besides that, we can do a great many things that even those with sight cannot do. I think our exhibit here to-night proves this assertion. If you are still skeptical I invite you to come to the school and inspect the work we are doing. If you will examine our catalogue you will see our course as outlined in detail. We propose not only to take our boys and girls and prepare them for college, but to see them through college, or through the Peabody Institute, and give them training in manual work. By comparing our course of study with yours, you will find probably in the latter department we cover just the same ground as you do. Meanwhile every child is given careful instruction in music, beginning with the Kindergarten. We pay special attention to this, also to manual training. The girls receive instruction in the various kinds of manual work. Two years ago we entered upon what some thought an impossible task, Sloyd, and if you will come to our school, you will see our benches equipped with sharp-edged tools, just the same as in your own departments. The rules are marked with New York print characters. It was found that the Hoye print was not very tangible, and another system called the Boston system was used. In 1880 a blind man invented the point blind type, and out of that has grown two systems—the Braille and the New York Point systems.

The speaker then demonstrated how the printing and reading was done on the little slate-like instruments devised for that purpose. He also described the printing typewriter for the blind invented by Professor Wade of the New York School for the Blind.

I want you to remember how much a blind child has to do. The blind child can do everything that is reached in the different steps of education, and he does in 12 years more than any of your pupils do at all, without exception. He does the same as you do even in the high schools.

And all the time he carries along his music. One of our pupils got the highest average in music of any of his class. We endeavor and do make our people self-supporting. We are against the blind beggar. We consider the blind beggar a menace to the self-respecting blind man. You patronize blind beggars, and a lot of these men make more money by begging for it than you do. They go home with \$8 and \$10 a day, and oftentimes they are the tools of people who use up their money, and the blind man really gets no use of it. The blind man can work. Our motto is "Light through work", and we want the co-operation of every teacher in every school in the State of Maryland, and everywhere else in our work.

Now I want to talk to you about the prevention of blindness. How many do you suppose of the children of our school are blind, when they might have as good eyesight as you have. How great a percentage? Statistics of the last few years show that 32% of the children in our schools might have had the use of their eyes just as well as not. That many became blind through the disease known as Ophthalmia or inflammation of the eyes of the new-born babe. Teachers and parents, I want to throw out a suggestion. When you are teaching impress upon the children, so that when they become mothers, they may know how important it is to take care of the eyes of children when they are born. The doctors of course know how important it is, but nine out of ten parents do not. A short time after children are born a little attention to the eyes will save them, and in 99 cases out of 100 if the eyes are attended to in time they can be saved. I want to ask the co-operation of everyone here towards the prevention of blindness as much as possible. To what is all this due you no doubt ask? It is due to the ignorance of the midwife. A good many children are born without doctors, and Dr. Wood said in a lecture recently that the washerwoman and scrub woman gave up their work in order to become midwives. There ought to be a law that would make it necessary for the midwife to be examined as to her knowledge, duly registered before she is allowed to practice.

There is just one other phase of our work that I want to speak about. Up to two years ago the Maryland School for the Blind tried to take care of all the blind children of the State, but nothing had been done for the majority of the adult blind people. I mean the people who had lost their sight after becoming grown. You would be astonished to find how many these are. We investigated the condition of the blind, and the commission after a careful investigation found between 500 and 600 people in Maryland who were blind, and I know there are a great many more than that. When I compared that list with those who had been in our school, I found less than go that had been in our school. These people had no means to readjust themselves to their miserable conditions on becoming blind. The Maryland Legislature sent a teacher to take care of the blind adults of the City of Baltimore, and the work that Miss Kelly has done in that direction has been marvellous. She has taught between 70 and 80. One man before the Baltimore fire was a printer. He

had a good business, but the fire swept it all away. He went to work like a man to build it up again. He worked up the business again but the strain was too much for him, he went mad and shot himself. He got well, but lost his eyesight. Last summer this man came to our school with his mother, but he was so grieved with what he had done that he would not come up the steps. We tried all we could to get him into the building, but he said he had brought all this trouble on himself, and we could do nothing for him. Miss Kelly went to this man and taught him both reading and writing, and how to use a typewriter. By the end of the year he had read 45 books. He was a changed man. The light that Miss Kelly brought into that man's life cannot be estimated. Now that man is writing insurance, and the other day I got a letter from him asking me for insurance. That letter was as well written and intelligible as any of your people can write, and I can promise you that he will get some insurance from me.

I want to tell you just one more story. A young lady in Baltimore shot herself, and lost her sight. They do not all shoot themselves, but these two did. Miss Kelly went to her, and found her in much the same despondent state as that poor man was. She is now doing finely. She can make slippers, knit shawls, make sweaters, and she is doing very nicely, and is happy. If you will read our little circular you will see that I quote from one of her letters. She and all others show how gratified they are, and what a boon it is for us to educate them.

In our work the home teaching goes before the regular work. Now there are a great many things that the blind can be taught. The brooms that you see over there are made by them, the cane seated chairs and so on. The school, however, is not the place for the adults. These men come to us and work for their own homes, and are paid for their work. They average \$6.50 per week. The shop paid all expenses for material, \$25 per week for the superintendent of the shop who is a practical man, and paid the men \$6 to \$6.50 per week each. We did not pay the rent of the shop, or for trap or horse hire, but I think it is a good deal if they can do that much, so we went before the last Legislature with a bill to appropriate \$10,000 for the next two years to establish an Adult Training School for the Blind. I went to the Legislature. I came up against this Committee and that Committee, did not get much satisfaction, and after a while, I got talking to Mr. Jones, and I told him why we wanted the shop for the blind. By his help we got \$5,000 per year for two years. Perhaps 200 blind people want training, so \$5,000 would not touch it. The Bill provided for a commission, and we have been meeting to try to decide how we can run a workshop for \$5,000, and we have not worked it out yet. The Governor has been meeting with us, and he is getting much interested. We ought to have \$40,000. I want to teach those blind people how to work. They have \$10,000 allowed them in Massachusetts, and we want the same amount. I want the co-operation of all the teachers of this State in the work for the blind. We are work-

ing for your children, who may become blind, and we are working for a class that want all the help they can get.

Now if you find in your work there is a child with defective sight, one who cannot get on in your school, such a one is a fit subject for us. Remember if you have any children that cannot see, report them to us. Some people call our school the Blind Asylum. We are not an Asylum, to-day we are the school for the Blind, training shops for the Blind, but there is no such thing as an Asylum for the Blind. The blind can help themselves, but they need to be sprinkled, as it were, among the people. They need the help of those who can see. They do not need to be placed in homes, and so become helpless. We want all the blind people to know how to read and write, and to work with their hands because they can do a great deal if they are taught. Our bookkeeper is blind, and yet he keeps all our books in point print, and he is never a cent out. We turn out 2500 chairs a year, and the boys make the cane seats. I also exhibit a mattress to show the fine upholstering we can do. We also have some beautiful rugs made by us. As I have said before there are a great many things that the blind can do. We teach them how to make the things that pay.

I thank you very much for your kind attention, and I am glad indeed to have had the opportunity of placing the work of the blind before this audience.

The President: We have heard a good deal at this meeting about the persuasive powers of the ladies, and I want to congratulate Miss Richmond in persuading the gentleman who is to speak next to prepare a paper for us, as I understand this is the first paper that Mr. A. S. Willison, Superintendent of Schools of Allegany County, has ever been known to prepare.

Mr. A. S. Willison, Superintendent of Schools, Allegany County, said: It has been a pleasure to me to attend this meeting, and note the widening and broadening of this Association. I remember well the first meeting I attended, and can vividly recall our experiences at that time. I can recall that most delightful time at Chesapeake Bay at Chataqua, when we all had to go daily to Baltimore to get one square meal. It was no joke. We did not get one square meal while we were there. I have noted the improvement, and as the gentlemen who addressed you from Virginia said, the Association has now attracted the attention of the whole educational people of this country by the good work you have been doing in the line of education. I remember last year how Virginia asked for assistance, and wondered how we had arranged matters so successfully in this State. How have we done this? We have succeeded because we have in a measure gained the confidence of our people, and this through the study of the relationship between the parent and the teacher. In my own county I was asked to-day how it was that we had increased our attendance? I replied "The Teachers." He said, "How do you do it?" I replied: For two years I never sent them a letter, but I

mentioned average attendance. They kept at it. When a child was at home, I asked them to report that fact to me, and then we came in touch with the parents, and so we have increased the average attendance from 60 to 79. Our teachers have done that, and you can do it everywhere. We have accomplished a good deal, and we have done it by educating the people.

Mr. Willison then delivered an interesting address on "The Relation of Teacher and Parents."

President: The Association will please come to order. We will have an opportunity to discuss Superintendent Willison's paper tomorrow evening. We will now have a Soprano Solo by Mrs. Boernschein entitled "Daddy" and as an encore "A Villanelle."

President: We have with us tonight a gentleman who is prominent in the school system of the United States. His great work in Rochester has made him known everywhere. I have much pleasure in introducing to you Dr. Charles B. Gilbert who will speak to you tonight on

DEMOCRACY AND EDUCATION.

By Dr. Charles B. Gilbert.

Lecturer on Education, Western Reserve University.

My subject is democracy and the schools. It is a very great subject, too great a subject in fact to be covered in half an hour, but I hope to suggest one or two thoughts that will be of service to you. Democracy is the highest idea that the human mind has yet conceived. I am not referring to the gathering at Denver. Democracy is a state of mind. To be democratic is to be willing to lay yourself upon the altar, or put yourself into the battle for the common good, and when men achieve democracy in its highest and truest sense, the millennium will be here. We have not carried it to the highest point even in this country. We are more democratic than any people that ever lived, but we are very far from the ideal. We are more intelligent than any people that ever lived, but we are not very intelligent as President Elliott of Harvard has pointed out, when we permit so many people to get rich out of patent medicines. If we were the real democracy the quacks would not thrive. If we were the real democracy, our cities would not be the hot beds of graft. We have not got there yet, but I believe with all my soul that we in this great democracy are on the right road, and that the fate of the English people can never come to us. Why? Because of the great work that you teachers throughout the land are doing for democracy. You are living with the children in the school rooms throughout the year, where democracy lives, and the children are going out into the democratic service because of the great work you are doing for them.

I want to say a word about the croakers. There are always people who see troubles and dangers ahead and around them, and we have them. The country is full of them. First it is one thing, and now it is another, but we can put it into two or three classes. We hear so much in these

days about the struggle between capital and labor, and on one side we have wealth which represents all the evils that there are in the world, and on the other side we have labor, which represents all the rest of it. It is all very dreadful, and if we don't go down with the capitalist, we are bound to go down with the laborer. We have no judicial attitude. Why all of life is a struggle. It is nothing new. The world is still going on to better times. In that struggle there is good and evil on both sides. All are selfish. If we were to build up a wall, and place on this side those who work with their hands, and on the other side those who do not work at all, and that wall was built up year after year until no one could reach the other side, there would still be on both sides classes and masses.

Then there are the sons of the rich. One man said to another "Are you not ashamed to have so much tainted money?" "No," was the reply, "the next generation will lose the taint, and the third generation will lose the money." And that is the record. Unless your wall is permanent there is little danger, and it cannot be permanent as long as they knock off the stones.

Then there is what is called the emigrant problem. I want to say a word about this—The emigrant. How many are there in Maryland who can go back to the year one of America? How many can go back just a few generations without striking an emigrant? You cannot stretch an arm without finding an emigrant. There is where the democracy lies. They used to talk about the Irish. We don't have them any more, they are in politics. Now it is the Italian. They have knives in their pockets and stilettos in their belts, and malice in their hearts, but not all of them. It is the second generation we must look to. The first generation must die off. Why, some 40 years ago an ignorant drunken Swede came to this country and went up into the northwest. He married a good woman of his own nationality. He proceeded to get drunk, and stay drunk most of the time. Being very poor of course they had a large family. I think there were 11 children. The mother took in washing and supported the drunken husband and the 11 children. Later the city took the father off her hands. The oldest boy went to work in a printing office. He helped support the other 10 children. In time they all grew up. This eldest boy after a time owned the paper. He was first called John, then Johnson, and later Mr. Johnson. He was a democrat. The people wanted a man to go to the Senate. They sent him, he was defeated. The one man who seemed to have the best chance was this man. He was nominated. Mr. Roosevelt was running for President, and he got in that State more than 100,000 majority, but Johnson the poor boy beat his majority by 10,000. Two years ago he was elected again by 80,000 majority in a State that had never known a Democratic nominee before. Governor Johnson was the man, the son of the drunken Swede. Here is your second generation. You could duplicate that career in various degrees all over this land, and so long as this happens, so long as our institutions can bring up the second generation into such manhood as that, we do not need to fear. Down

in New York where I live, there are large sections where English is not spoken at all. All languages are spoken there. Some short time ago the people mobbed the schools. The story was circulated that the doctors were cutting the throats of the children. The schools were mobbed. They had to dismiss the children. In the afternoon the children came back, snug and straight and consequential, and greatly shocked that anyone should have done such a foolish thing. They said one to another "My mother was not in that mob." That was the second generation.

What about this race suicide? It is the most foolish thing I have ever heard of. What does it mean? Race suicide. Why, it is impossible. We are not a race. We are a people made up of all the peoples of the world. There might be a race suicide among the Jews, there might be race suicide among the French, but it cannot be here. That is absolute.

I sometimes have thought when I have seen the noble women teachers working in the schools, "What a pity it is they are people who have not homes." But they are doing a greater work, and you and the other good women are doing a great work in educating the children. It is better so. If a woman prefers to give her time and attention to teaching a pupil rather than rearing a baby she had better do it. She would make a pupil of the baby if she did otherwise.

The emigrant is coming in and bringing us new brothers.

Now about the schools. What does a citizen need? He needs self-control, and interest in the general welfare. It is the life lived that educates the child. Wisdom is a by-product. Education is a by-product. We go along working to make a living, and out of it all comes the result of ourselves as we are. The life that the child lives in your society, that is what educates. I remember once going into a Kindergarten School. The lady was not much of a teacher, and I hinted as much to the principal. I said, "I am afraid that girl is not much up to her work." The old principal with a smile answered me, "My boy, those children are in good society." That meant much to those children. No danger can lurk in sweet society. The good of that sweet society did more for those children than all the morals of all the books that could be poured into them by the best teachers in the world. Education is life and life is education.

Now in school life what can we do. School life is made up of ideals, of conduct and occupations. The occupations must be high. I want to speak of the atmosphere of the school, and I can tell it best by giving an illustration. We were flooded with Italians in a large city in which I was superintendent once. We could not get the children to school, because they did not mingle. We built a special school for them, and they brought every kind of instrument to make trouble with, and the principal had a merry time with that mob. He made a mistake by trying to bring order out of chaos by using force. I went to the school one day, and found that all the paint under the windows had been scraped off. I asked "What happened?" He replied "A parade went by and they all climbed up to see it." That will give you an idea of the order maintained. I made that school

attractive, gave them all the music possible, fitted up a manual training school where they could make a variety of things and do some hard work. The school became a drawing card. One of the young men asked one day, "Can I speak?" Permission was given him, and he said "Youse kids bring five cents each termorrer, we're going ter have a drum." The money was brought, they bought the drum, and whenever they had to march that drum was heard. The disorder disappeared, and the beautiful pictures that we placed on the walls appealed to them. One room gave trouble. I put in charge of it a young teacher, and she became a Madonna to those Italian children. One day she said to the other teachers "I am going to take my class out into the country." The other teachers said, "you are crazy, they will kill you." "I don't think they will," was the reply. She told the children to bring their lunches. They were brought, and several bottles of wine for the teacher and they went out into the country, and they had a beautiful time. They were little angels. Next morning a delegation came to the school and climbed to the third story, and came to the teacher and said, "Miss Teacher, we want you to take us out into the country, too." They were the women, the mothers of the children who had had the picnic on the previous day. Such was the glory of a good time.

What will not love and patience do? Another instance occurs to me about that school. The children were to have a treat. I went with some fear and misgivings to that school. But it was needless. We waited in the large room where the food was spread. The children came, but first came the drum, and then they marched in in a perfectly orderly manner. I expected the food to disappear quickly. There were large apples and sandwiches. I saw one little fellow pick up his sandwich and lift the lid, and look anxiously at the meat. He gave the sandwich a little tap and folded his hands. The teacher said, "You can eat," and it went like that (snapping his fingers). If you and I were always able to control ourselves in the presence of food as well as those children did, we would be pretty good people. That was the second generation again and it is the power, the tremendous power of sweetness that worked this miracle. You can teach self-control in public schools by having the life, and living the life of self-control. Altruism that is my garden, my country. It is the hardest thing in the world to give up for the benefit of others. In one school that I knew of they had been making things for other schools and they themselves had distributed what they had made, and altruism was in the air. They all got their gifts and there remained on the Xmas tree some bags of candy. The teacher said, "See that candy, I wonder whose that can be?" They guessed at scores of schools, but could not guess it was for them. The teacher then said, "Why children, it is for you." The first shade of disappointment passed over their faces. They were so full of the sentiment of how blessed it is to give rather than to receive that they could not realize it, so as to appreciate the gift. You can only get that kind of sentiment by getting the children to lead the life. The individual who stands and says, "I am my own, no man owns me" is wrong, for society says, "You are mine, and I will use you as

I please." Those two classes have always clashed, and what is the solution? When the individual says "I am my own, I belong to myself, no man owns me, no society owns me, but I give myself, and all that I have, all that I am, all that I hope to be, I give for the use of society—that is democracy, and that is the democracy which is coming up in the schools. Because it is coming is why I am an optimist, and not a pessimist as to our future culture."

President: We will close by having some music from the quartette. The Ionic Lady Quartette then rendered "Dixie." As an encore "Uncle Ned." The President then declared the meeting adjourned until 9.15 Friday morning.

(Signed.)

HUGH W. CALDWELL,

Recording Secretary.

FOURTH SESSION.

At the meeting held on Friday morning, the 26th of June, at 9.15 A. M., President Albert S. Cook in the chair.

The President: The meeting will please come to order. We will open with music from the quartette. The quartette then sang "Mighty Like a Rose."

President: The Secretary will read the minutes of the last meeting. The Secretary read the minutes of the last meeting.

President: It affords me a great deal of pleasure to introduce to you this morning Dr. Henry S. West, Assistant Superintendent of Baltimore City, who will speak to you on "Dynamics in the Teaching of English."

Dr. Henry West: I would like to say before I begin to read this formidable looking paper, that in justice to those, who are appointed to discuss it, I want to tell you that they have not yet had an opportunity to read it, so they don't know what my argument is. In fact I have not yet had a chance to read it myself, as I only finished it on the train last night. It is absolutely non-explosive.

DYNAMICS IN THE TEACHING OF ENGLISH.

A paper read before the Maryland State Teachers' Association at Ocean City, Md., on June 26, 1908.

By Dr. Henry S. West, Asst. Supt. City Schools, Baltimore.

One of the most striking signs of the times in the field of education in both the United States and England to-day is the constantly increasing attention given to English. There is prevalent a strong feeling that from kindergarten to university the mother tongue is, when properly employed, an educational instrument of incalculable value. Here in the

vernacular we have found a tool for broad humanistic culture, far more widely applicable under modern conditions and far surer of worthy results than "the spelling out with tears and vexation of a dozen lines of Vergil"—to quote Prof. Laurie. Everyone here present is fully aware of all this; and you are, I have no doubt, in full sympathy with what we may call the new English movement. Assuming so much upon your part, I purpose to direct your attention to a certain aspect of our English teaching which, it seems to me, we should keep in view all the time.

I have called this paper *Dynamics in the Teaching of English*. Let me explain at once my meaning in the use of that very mechanical term, and incidentally show you by what simple and natural steps I arrived at my apparently pedantic title.

Whenever in our teaching of English we are producing truly educative results, we are either consciously or unconsciously following the principles of sound psychological method. Now one of the most fundamental laws of psychology, a law everlastingly applicable in teaching, is stated by Professor James simply but most incisively in four words: "*No impression without expression.*" That is, to secure a vivid and durable impression in consciousness, one must give forth an expression of the idea being received. Then that expression, being one's own product and involving certain "motor consequences" of the impression received (the doing of something, or at least the saying of something, about it), brings back upon one a strong "return wave of impression" which serves to clinch the thing in the mind. (James, *Talks to Teachers on Psychology*, chap. v.) This law of expression as a necessary factor in all real learning has received much attention in recent books on pedagogy; and, because the expression accompanying impression always involves some motor activity in the learner, such expression has come to be called the *dynamic* factor in education, dynamics being the proper term for the study of motions. Professor O'Shea of the University of Wisconsin has published a book, already widely known, entitled *Dynamic Factors in Education*, in which he presents a careful study of the expressional side of the learning process, reaching the conclusion that "the dynamic side of human nature is the really important thing to be looked after in the schoolroom." (See his preface.) Guided therefore by this fundamental principle of all good teaching and all true learning, let us consider the question of dynamics in the teaching of English.

Let me, however, make plain at once that for the purposes of the present discussion I choose to extend the term dynamics to include not merely "purposeful muscular action," but also the activity of mind exhibited in vigorous discussion or argument. Hence, I say that the introduction of dynamics into our English work will result in the teacher's bringing out in connection with every English lesson a great amount and a great variety of hearty self-activity on the part of the pupils, self-activity here embracing vigorous mental activity in response to stimulating questions as well as the physical activity involved in any construction work, cutting, modeling, drawing, writing, or other manual exercises un-

dertaken to reinforce the impressions coming from specific literary and linguistic instruction. Such a dynamic principle in a teacher's procedure will save him from the statical methods of the times when the whole duty of the child in school was to sit still, and listen to what was being told him or "get his lesson" from the book; and then to stand still, and say back nicely the memory gem he had been taught or the fact-laden words of the pages assigned.

Turning now to the question how one shall get dynamics into his English work; I say do three things: Look to yourself; look to your subject-matter; look to your method.

First, look to yourself. Are you yourself right for the teaching of English, right not only in your scholastic requirement, but right also in your personality and in your attitude?

In latter years more than one thoughtful observer has directed attention to our comparative neglect of personality, spirit, character in our eagerness to make sure of technique. But technique alone, unaccompanied by personal force and right purposes, will not accomplish excellent results in any profession; and particularly in teaching is it true that no amount of general method, special methods, lesson plans, and handy devices all combined will turn a characterless person into an energizing director or a class. Note President Woodrow Wilson's saying in one of his addresses to an association of teachers: "Sometimes it seems to me that nine-tenths of what we give other persons is in our personality. The value of one man contrasted with another is that some men have no electricity in them." This electricity, this personal magnetism, this stimulating personality the teacher must have in some degree at least, if he is to attain any noteworthy success. And, fortunately, personality is not simply the same thing as personal appearance. A good appearance may indeed be an important factor in one's personality, but the two terms are by no means co-extensive. Many men and women, heroic or beautiful in appearance, possess in fact little or no moving personality; and on the other hand, from a figure quite unimposing to the eye there often comes forth a spirit that will sway multitudes.

The efficient personality is therefore a matter of character and earnestness and enthusiasm and energy. In such a presence we cannot remain unmoved, but are seized with an impulse, a stimulus, an inspiration to do things, for we here have come upon a living man to act with, not a classic statue to look at. And the most remarkable thing about the one who is thus carrying us away by his personality is that he seems to have not the least thought of himself. He has apparently no personal concern at all in what he is doing; he is simply inspired by the righteousness of his cause.

In an exactly similar way we in our turn with our classes in school must be ourselves inspired if we would inspire our pupils. But, to come specifically to our work in English, a thoughtless person might readily suppose that such items in our courses of study as language lessons, compositions, grammar exercises, college entrance prescribed readings do not

appear very inspiring; and yet these very things, may be teeming with possibilities for the development of our boys and girls, if we teachers are properly prepared in scholarship and are imbued with the true professional spirit—which means ardent faith in the work we are undertaking, unremitting enthusiasm in the act of teaching, and the fullest sympathy with the young.

"But," one teacher protests, "don't talk to me about inspiration and faith in *this* matter! I just cannot get interested in the English part of the course of study. I get along finely with my geography and my science; but the English lessons are so dull! The fact is, I cannot write very well myself, and I never did like poetry."

There in his last words he stands self-condemned; and in the very same state I find practically all those who are not succeeding with their instruction in English. No inspiration is proceeding from such teachers because they have no heart in their English work; and they are uninterested simply because they do not know the subject. They cannot write good English; they have little or no appreciation of good literature; and they are making the inexcusable mistake of supposing that, because they speak English, regularly read the newspaper, and occasionally dash through one of "our best-sellers," they are prepared to teach the whole range of work included in school curricula under the term English.

What these teachers need is to correct themselves by devoting especial study to English in all its branches. They should put themselves to school for rigid courses in composition under competent instructors; they should undertake a thorough critical study of a number of English classics. Out of such work, if sufficiently prolonged, there will come to these teachers an enlightenment that will astonish them; and they will be filled with enthusiasm over the English lessons with their classes. A teacher formerly quite nonplussed in his English work will come to see that the vernacular can be so handled as to effect a mental development in subtlety of thought and feeling, in perception of delicate suggestions, in an aroused imagination, and in a refined moral intuition, compared with which the mere sense-realism of elementary science seems to be producing but crude and meager results. Then every such teacher will be possessed of an abounding interest in what he is doing, an interest that will be immediately caught by his pupils. Here then in the teacher himself will be an inexhaustible source of dynamics in the teaching of English, for with such a teacher the boys and girls will be exhibiting all that activity which is so certainly the necessary factor in sound learning and actual development.

Therefore I say, as my first counsel: look to yourself, and make sure that you are properly equipped and have the right spirit for teaching the assignments in English. Be sure that if you yourself are cold, your class will unerringly feel it; and there will be no warmth or life-giving dynamics in any of their work.

In the second place, look to your subject-matter if you would have dynamics in your teaching of English.

Much teaching of English, it seems to me, is deprived of force by the selection of subject-matter unsuitable for the purpose in the teacher's plan or unadapted to the particular pupils to whom it is presented. Right here the teacher has opportunities to apply such principles of selection as he can derive from modern child-study and such insight as he has gained by virtue of his sympathy with children in general and his own class in particular. Often by means of such sympathy one can enter imaginatively so far into the heart of the child as to be able to tell with remarkable precision what subject-matter will and what will not, while serving one's school purposes, at the same time harmonize with the pupil's present interests and needs. Certainly we should, in the selection of every bit of subject-matter for class use, look at it from the child's point of view, considering most carefully how it will appeal to him, what points of contact it has with his life outside the school. The general rule should be: teaching nothing now but what the pupil can use now, and have him use at once everything you teach him. As, however, this question of selecting suitable subject-matter is a topic upon which generalization is of little value and anything like adequate specification would carry us through all the details of a course of study in English, I shall content myself—and incidentally have mercy upon you—by presenting simply a half dozen illustrations.

In *picture study*, for example, mere description of the picture, however valuable that may be for certain purposes, will not assuredly arouse such dynamic impulses toward retelling, drawing, construction, or dramatization as will be developed in discovering or inventing the story told by the picture. In the *literature lessons* through the grades the action pieces, such as stirring ballads, will have far greater dynamic effect upon boys and girls than pieces of nature description or reflective lyrics, however beautiful and uplifting the latter may be to us grown-ups. In *elementary composition* the paragraph idea can be grasped and used with enthusiasm and fine effect in both oral and written work in all but the very earliest years; but instruction to make the paragraph consist of a topic-sentence and its development, even if that formula were invariably followed by good writers (and such is by no means the case), would with most classes under fifteen or sixteen years of age appear so formidably technical a procedure as to turn fluency into woodenness and reduce these English lessons very promptly to a static condition. Let it be the business of the higher schools to elaborate the theory of the paragraph. Similarly in high school *rhetoric* a broad discrimination of the four forms of discourse and suitable practice in each can be so undertaken as to arouse very lively interest; but many of the refinements of artistic composition, such as "impressionistic description" or "personal coloring in exposition" or "forensic persuasion" or "emotional similitudes" are quite out of place below the college, and will paralyze into inertness or drive into rote learning and cant all but the exceptionally bright pupils. Again, in *grammar* the value of the adjective as the word giving character to the noun can be vividly perceived by an

elementary school boy, and he will undertake with alacrity the study of the varying effects produced by varying his descriptive word; but he will see no fun and no use in your painfully elaborated classification of adjectives as descriptive, definitive, numeral and pronomial. And finally the dynamic spirit will appear in our English work whenever we choose for classroom use subject-matter intimately connected with our pupils' daily out-of-school experiences and activities and games and with their social instincts and habits.

Hence it is that I counsel you to look to your subject-matter if you would have dynamics in your English lessons; for carelessness or unskillfulness in your selection of material for schoolroom use may transform an otherwise spirited, imaginative, and energetic class into a disheartened gang of little slaves, laboriously grinding out their daily task-work.

My third suggestion toward bringing dynamics into the teaching of English is to look to your method.

You ought, I believe, to make sure that you have first yourself right and second your subject-matter right before you consider method or undertake the problem of planning, devising the best mode of presenting your material to your particular class. But a right method is also a most necessary factor toward complete success: For without method the best subject-matter may be but imperfectly apprehended by the pupils, and may produce upon them no dynamic effect whatever; and without method the teacher himself, though possessed of the best intensions in the world, may become an example of that pedagogic type often described by his pupils as "the awfully nice man who didn't teach us a thing." On this very subject of method you now have available quite a number of good books with such titles as *Essentials of Method*. *General Method*. *Method of the Recitation*. *Method in Education*. *Systematic Methodology*. *The Educative Process*. *Special Method in Reading*. *Special Method in Literature*. *Special Method in Language and Grammar*. *Special Method in Geography*. *The Teaching of Mathematics*, and many others—one gets out of breath in naming them merely. And I must not fail to mention also in this connection the admirable articles that we have been reading during the past year in the *Atlantic Educational Journal* by Miss Sarah C. Brooks of our Baltimore Teachers' Training School. From such suggestive articles and such books of method any teacher can get the guiding principles and many of the special classroom exercises that will surely bring the dynamic element into his English work, and produce from his pupils those lively reactions which alone effect real education.

Under this head of method then, the first thing I would say is that a most potent means of infusing dynamics into your English lessons is to employ *skillful questioning*. Often as I study the procedure of successful teachers, it seems to me that practically the whole art of teaching reduces itself to the art of asking the right questions. Whenever possible, therefore, do not tell about things; ask questions about them. Even in cases where a certain amount of information must be given outright, break into your telling at frequent intervals, especially at strategic points and at un-

expected moments, with incisive and stimulating questions, so as to safeguard your class against sinking into the static condition of mere receptivity. In every English recitation (and, indeed, in every other recitation or exercise) throw all possible responsibility upon your pupils. Resist constantly the temptation to do for them what they can and should do for themselves; and in particular, conduct your questioning so as to drive them to do their own thinking. Be assured that both in the elementary school and in the high school neglect of the questioning method or any approach to the continuous lecture method is likely to bring the English lessons into a perfectly static condition, killing all educative self-activity in the pupils and removing from the classroom every vestige of dynamics.

Besides good questioning, we might discuss many other ways of getting dynamic elements into our English work all along the line from the first grade to the college, and even through the college course itself. We might study in detail the *inductive-deductive development recitation*, which has been so clearly set forth by McMurry and Bagley; and in that process we should find abundant opportunity for getting dynamic effects. Then there are the exercises in *construction* and *paper cutting* so happily applicable in connection with elementary reading and literature. *Drawing* also, through all the grades and through the high school and college affords an immensely valuable means of getting dynamic expressional effects, involving physical as well as mental activity; and this educative drawing in connection with the English lessons may range all the way from the rudest crayon work upon nursery rhymes to the most artistic and imaginative illustrations of classic literature, and from the simplest graphic sentence analysis to elaborate plot diagrams in high school and college drama and novel study. Again, *oral composition* and *class discussion*, still receiving quite insufficient attention in the schools, can each be made an effective dynamic factor in English instruction from the simplest story telling by the children in primary grades to advanced and subtle discussion of character and motive in high school and college literature, that discussion which can be made to produce most stimulating and mentally awakening effects upon the adolescent mind, and hence an activity of thought that is a markedly dynamic result. Dynamic stimulus will also be given in the daily *oral recitations* upon textbook assignments if the teacher is accustomed to have frequent practice in reciting upon topics, rather than to employ altogether the catechism plan with its tendency to bring forth only yes-and-no or single word answers. Once more, dynamics can be brought into our English work by various *written exercises*, so long as these are not carried to excess or executed in a merely perfunctory manner. Every one knows how the physical act of writing something down, if one is thinking in connection with that writing, will help to impress the thing upon the mind. Hence, the writing of compositions, taking notes, drawing up abstracts, summarizing acts in dramatic analysis, all such writing may be the means of making one's English work dynamically educative. And in composition the act of *invention*, a

powerfully dynamic process, may be stimulated by such exercises as filling out stories from plot outlines, imaginative altering of plots, finishing stories half told, composing imaginary conversation, original short-story writing, developing paragraphs out of topic-sentences, and occasional (but I should say always voluntary) writing of poetry. Two other very obvious ways of introducing dynamics into our teaching of English are by *dramatization* and *debating*. Both these afford highly stimulating variations from the more routine work, whenever they are not produced artificially and with great elaboration for mere exhibition purposes. Finally, as one other suggestion toward a dynamic method, I recommend that you study particularly *making the assignment* for the pupils' independent work. When you turn one section of your class into a period of seat-work, or when you dismiss your class with an assignment of homework, there should be in the minds of your pupils a very definite idea of what they are to do. If the class turns away from you with no further direction than "Take the next four pages," they will probably set about the thoroughly undynamic business of memorizing those four pages without taking the trouble to think at all about the things referred to in that assignment. But if on the contrary you have some talk and questioning concerning that next lesson, you can have your pupils set to work upon the assignment in an attitude of vigorously attacking certain definite problems; and this would be a most educative and most dynamic state of mind.

These are some of the ways of getting dynamics or vigorous physicomental activity into our English method. Of course, not all of them are adapted to pupils of every age; in fact, some of them are hardly applicable outside of the elementary school, and others would be fitly employed only with high school or college students; but every one of these processes, when intelligently used, will be found to contribute valuable dynamic elements to one's teaching. I hasten to promise you, however, that I shall not be so unregardful of the proprieties of this occasion as to undertake now to develop in full any of these points. In fact, my whole purpose at this time is merely to set you to thinking upon the subject of getting your pupils more vitally interested and more enthusiastically active in all their English lessons.

In conclusion, let me repeat: Look to yourself, look to your subject-matter, look to your method, if you would have your teaching of English as dynamically educative as possible. And remember always that the contrast between *dynamics* and *statics*, not only in the teaching of English, but in all teaching, resides in the fact that in a system of statics the teacher is bent upon producing a measurable result, proudly showing how much the children have learned, often with but little concern about the process of reaching that result; whereas, in a system of dynamics, the teacher is far more anxious to be following a right process than to be able to exhibit demonstrable results, feeling sure that a right process can never produce a wrong result, and will always produce result enough and is the only thing that will produce any result at all worth while. And is it not true that when you consider how pitifully small is the sum total

of knowledge attainable in school, you are compelled to say that the use of the school experience consists in the training undergone and not in the information acquired? Indeed, even knowledge, if it has not been acquired in the right manner, will not stick and will never be usable. At the end of every day's teaching, therefore, one's question to himself should be not chiefly what new things do my pupils know, but what could they do for themselves in a new situation; and this latter question will cause the teacher to set up as the aim of all his effort something reaching quite beyond, though necessarily dependent upon, the acquisition of knowledge. Such a growth of power in our boys and girls must take place when there is dynamics in their learning; for the flower of the dynamic method is the development of power. From such teaching of English there will surely come increase of power, manifested in the ability to read understandingly, in the faculty of clear thinking, in capability of feeling acutely, in development of moral perception, in refinement of taste, and in skill at expressing one's thoughts with precision and with force.

As the gentlemen on the programme to discuss this paper were not present, there was no discussion.

The President: We will now have a duet by Miss Kenney and Mrs. Bornschien, entitled "Carmena."

President: I am very glad to introduce to you Miss Isobel Davidson, supervisor of primary and industrial work in the public schools of Baltimore County.

CONSTRUCTIVE ACTIVITIES IN THE ELEMENTARY SCHOOLS.

By Miss Isobel Davidson.

Significant changes have taken place in school systems in the last two decades throughout the country, both in Europe and America. These changes have been necessitated by the introduction of active work, certain phases of which are destined to become permanent. There is a growing conviction among teachers, and to a certain extent among parents and citizens, that much purposeful *muscular* action is essential to the proper development of the young. The static ideal of education seems to be passing, the dynamic ideal is in process of formation, a potent factor in the reconstruction of curriculums, of methods, and of schoolhouses.

There are two leading causes for the growth of this ideal—the one, psychological; the other, sociological. Educators and sociologists are working together upon this complex problem of the modern school and as a result of their combined efforts the social aim in education is more clearly defined and a better training for social efficiency is made possible.

Educators have long been studying school conditions, making courses of study, writing text-books, and educational treatises, but only in recent

years have they begun to study child. Certain things are true of all children. They are active—their activities are largely motor. They are full of play, a characteristic of childhood, tending toward the development of the individual. "Self-activity is the fundamental law of all development" has long been the shibboleth of our educational creed, and while the underlying principle of growth is recognized its application has been, and still is, crude and short-sighted. How to conserve and use this activity to educational ends is the pivotal center in educational work to-day.

A brief, backward glance will show us glimpses of the mountain peaks over which we have come.

With Pestalozzi a wave of object teaching passed over the country, which came in response to the idea that children have five senses. They could see, hear, touch, taste, smell objects, but could not use them in any constructive way. Pestalozzi's contribution paved the way for Froebel, his disciple, who said, after watching children at play and work, "Let us use the play-spirit which drives the steam-engine of childish purpose and desire. Let us not only use objects as playthings, but let the child be a creator, a maker, a doer," and his principles of self-activity, demonstrated in the kindergarten, have permeated the school systems.

In this modern day, such men as James, Hall, Baldwin, Dewey, Mosso and others are teaching a new gospel which is but the garnered truth, the sane, common sense of the ages made a bit clearer through scientific investigation and experiment. Their message is "Significant motor activity is required for effective learning."

O'Shea states it clearly thus: "They are saying that the child's thoughts are never dissociated from his muscles, that every idea has a motor aspect, that mind is in one sense a middle term between the senses and the muscles, that an idea is not complete until it is realized in action. Then the child must learn the world by dealing with it in a motor way."

He must make back strokes, as Bolton says so tersely.

A seat fastened to the floor is ill-suited to his needs and yet we are content to keep him in it a good share of his time, even though they tell us that "His mind grows imperfectly and slowly, and he suffers injury in his whole being. Instead of learning his letters at five he should be learning the flowers and birds and streams and woods and fields in his environment. He should be learning to use a knife or a saw or a hammer. He should be working in his sand-pile playing games with his fellows. In short, he should be *doing* under wise guidance, rather than memorizing words, divorced from action, and the younger the child the greater the need of giving the opportunity to freely use his hands, his feet, and his voice in educative ways."

We concede that thought and action belongs together and that the child learns best when he has an opportunity of carrying his thoughts out into action through actual or incipient participation. This is what he is doing before he comes to school. It has ever been nature's way. Indeed, if we have ever lived with children outside of school limitations at all we know

that we should be the losers in a race to keep up with their untiring activity in "picking up" and "trying on" new ideas.

We are forced to think of the galloping, untrained energy of lively boys and the restraint the school puts upon them, restraint which does not develop strength of muscle and eagerness of spirit ready for the mastery of real duties, and the question comes, what shall we have them do which is worth while, from the standpoint of the child, of society, and educational ideals?

To know what is the best for our children we turn to every-day life which the sociologists have interpreted for us. They have presented some important facts concerning present social conditions with which we must reckon if the school is to serve the best interests of the community.

Modern life shows that there is very little opportunity for motor training in the average home of to-day. Not so many years ago the majority of people lived on farms, and the children entered into the activities of the home. The farm, the home, was a great manual training school. Children helped in garden, field and household, shared responsibility for the accomplishment of certain tasks, and this daily discharge of tasks developed sturdy character.

Social conditions are largely changed. Concentration in cities has taken this avenue of education away from our children. Even rural communities ape their sister cities. Industries have become specialized, division of labor in the home has removed much from the child in the way of real task and real responsibility. Children have no opportunity to learn in simple fashion the lessons our grandmothers taught their daughters.

Cooking, housekeeping, nursing, sewing, weaving, spinning, gardening, carpentry are too valuable to be lost, and if these arts are to be retained the school must take up the work abandoned by the home: and it is interesting to note that one by one these industries have appeared in the school.

Then, too, the school improves upon the manual occupations. Outside of school the exercises are accidental, sporadic, fragmentary, and because the work is unrelated, unorganized, it is not of the highest value for hand training, and the mental activity is not of the kind to give the best results. Sources of stimuli available in the schools are words and material things. To exclude the latter is to give an incomplete training, since in the actual affairs of life the great majority are engaged in productive activities in one form or another. Social occupations have come into the schools to meet the needs of present social conditions giving children an opportunity for active work in a way that will relate their school life to every-day life, helping them to gain knowledge which is of immediate interest and value and therefore of permanent value. They have come in response to a growing appreciation of the child's mental growth through taking note that the essential essence of all training is doing.

Courses in hand work or manual training are becoming permanent features in the schools, though still in the evolutionary stage. There is no such thing as fixation and it is well that there is not. In science the

knowledge of yesterday gives way to the discovery of to-day and progress must characterize education as well. We are as yet feeling our way. We shall make progress most rapidly when we can throw aside sentimentalism and consider the question not of showing what we can make but what can be done to meet the needs of children. We must, if our work is to be truly effective, suit our work to local conditions. What might be a justified practice in one community would not meet the requirements of another. The work must be adapted to the child and not the child to the work. This is a trite saying but it is no easy task. To make an intelligent course for a school community calls for the combined wisdom of many. The intelligent experimentation in many schools is serving as a guide to more rational work, and finally the best thought of the country will be brought to bear upon producing several courses suited to different environments—probably one for large cities, one for small towns, and one for country schools. This formulation will not be the work of any one person in any one place but will be the fruitage of all interested in this particular phase of educational effort, the live school superintendent, the manual training supervisor, the art teacher, the child study experts, the principal, and the grade teacher. Such a plan or series of plans would put the work upon a more scientific basis, eliminating much that is now chaotic and wasteful and giving assurance where assurance is needed. This would still leave sufficient margin for individual expression.

Since the manual training experts in the country are unable to say definitely what shall be done in the schools of certain types it would be presumptuous, and not within the province of this paper to attempt solution, yet the call from the field is what shall we do and how to do it?

There is no dearth of things to *do* and that many things are being done, varying in kind as well as in value one has but to look about him. In its larger, and for the future, truer sense, constructive activity means entering into organizing activities with the hands. In the first place, it includes gardening as well as carpentry, digging in the ground as well as printing, feeding and caring for stock and poultry, as well as work in metals, milking cows as well as making boxes, playing ball and tennis as well as work in leather, dramatization as well as games, making pottery as well as knowing how to drive a nail or to sew, making garments for grown-up folks as well as for dolls, patching as well as painting, cooking as well as crocheting, disinfecting as well as making puddings, writing stories and poems as well as digging potatoes, in short, coming into active participation with those fundamental and useful occupations which competently educated people must know about and appreciate in a vital, definite way in order to understand the work-a-day world.

In the second place, it should be given a recognized and respected place in the curriculum, not serving as a "fad and frill" attachment to other subjects. This does not mean that it should become *the thing* in a course of study, but that it should be a well-balanced, integral part of a co-ordinated whole. It should be used to illustrate, interpret, and illumine phases

of industrial history, literature, and nature-study, the content subjects and while the other subjects are strengthened, the manual work gains in appreciable value also. This opportunity to correlate one line of work with another to the betterment of both, should certainly be seized if for no other reason than to serve time. The cry to-day is "Waste in Education," calling for short cuts through subject-matter, choosing essentials and eliminating nonessentials. This again means wise selection of subject-matter suited to the capacities and needs of children, and natural, not forced correlation. In the early life of the child all subjects are bound together, and differentiation is not possible, nor is it made at first.

We recognize that these early beginnings are the roots which in time will grow into the well-defined subjects of the school. The construction work of whatever nature also gradually emerges into a well-differentiated media of its own quite in the same fashion as does geography or arithmetic.

One man has recently said, "The recent work of educational experts has proved that the best nurture for the child as a child remains always the best nurture he could have had. In the language of biological science while the frog is a tadpole, whatever is best for the tadpole will eventuate in the most perfect frog." This is very comforting. The primary school is the tadpole stage.

The young children of the elementary school engage in hand work with simple mediums which they can manipulate with some degree of childish success: papers to cut and paint, clay to model, yarn, jute, cloth, to weave and sew. The work is used largely as a medium for expression—a kind of manual language through which they gain ideas, correct wrong ones, and fix the important facts while giving opportunity for creative work without violating harshly the thought of utility. It means interpreting real experience in a concrete, motor way.

Some ideas of racial development in so far as they give an appreciation of modern life are presented through materials and muscular experiences, not so much that the child may live over again bit by bit the primitive experiences for their own sakes, but that by relating themselves to past history in a concrete way, they can the better interpret modern complexities and modern civilization. To make bows and arrows, canoes, wigwams in connection with Hiawatha or Indian life, or to gather the clay of the street as some of our children did so joyously to make a Pueblo home, is not to proclaim the child a savage: nor when they construct rafts, fences, pottery, etc., and build upon the sand-table an imaginary island home of Robinson Crusoe does each child become a lonely castaway. We might as well say that the boy who made a brick after visiting the brick-yard, patting it into shape and baking it in his mother's oven became a brickmaker, or that the child who plants a bean in a can becomes a gardener. To do such things is simply to give the impetus to participate more keenly in real things of every-day life. If we believe that ideas are motor and worked into the mind and rightly associated through the muscles, we will use constructive activity as a medium of expression, helping

the children to vividly participate in things remote as well as things present.

The keynote of modern education is participation in things that are worth while, which means that a motive for the doing is realized quite as much by the children as by the teacher. Work upon the sand table illustrating some history or geography lesson, as the early settlement of Maryland, or transportation; preparing boxes, or trellises, for the window or yard gardens; the making of bits of costume, to be used in the dramatization of a play which would call into use sewing and applied art; the weaving of rugs developed in the study of shepherd people and clothing—all give opportunity for work toward some definite, specific end. A doll-house furnishes excellent motive for the constructive work in the primary grades. The furniture in paper; the weaving of rugs; the design in wallpaper and hangings take on new meaning in the child's mind under the stimulus of the real playhouse, and because the children themselves feel the necessity for good products there is large opportunity to demand accuracy and skill and to apply design, which simply means "To make a useful thing beautiful."

All this calls for *community work* which should be the characteristic feature of the work in the elementary grades. I like to think that community or group work includes class composition in both oral and written language, dramatization, excursions, as well as hand work. In short, most school exercises should be group work, and much of it self-directed. The educational value to the individual is not lessened when two or more, or a large group, work upon some large problem worthy of effort and for a distinct purpose which the children themselves can appreciate and understand. The value of such co-operation on the part of pupils in the class and in the grades of a school can scarcely be estimated, and it would appear that it is quite as feasible in the rural school as in the town or city, because there the older classes may dig the garden, prepare envelopes, portfolios or looms for the younger children of the school. They may work upon such things as table covers, curtains, pillows, hammocks, baskets, etc., for some specific purpose. The younger children may weave small rugs which through the combined effort of all becomes a useful commodity for home or school use. This substantial article takes the place of many little flimsy, comparatively worthless ones and increases the respect and appreciation of both children and elders for the work. The discussion of materials, of design, the opportunity for the participation and choice, guided by the teacher, the carefulness demanded by each worker in the product yields its modicum of moral, ethical, and economic training.

As the children grow in wisdom and in years the work takes on value which the home can appreciate, and attempts are now made to study environment topics of interest in the locality bringing in the hand work to supply a need or want which the home or school together recognize as valuable. Many schools recognize in theory the importance of having that which the child learns at school function immediately in his daily life, but

practically they do not accomplish such application to any satisfactory degree. Two important factors in this partial failure are: First, the school lacks knowledge of local conditions and therefore teaches subject matter which can not function; second, it fails to secure requisite co-operation from parents. One would expect that an intimate acquaintance with the home and parents would help much in both these respects, and the acquaintance wherever established has justified this expectation. Immediate application is most natural as well as easiest to obtain with the more practical lines of work, such as household science, cooking, sewing, nature study, when it takes the form of gardening. Gardening at school until larger areas are secured must take the form of laboratory work and should be aided and abetted by the home. Letters to the parents stating the purpose of the work usually bring response and the competitive flower raising stimulates the young and old to worthy effort in the attainment of a worthy product. The products of the home and school gardens are used in drawing and modeling lessons and, in some instances, for children's picnics and in serving guests on Parent's Day.

Sewing and weaving have offered some problems for co-operation: making curtains and pillows and bags for home use; in some schools the home mending has been undertaken with considerable zest and earnestness: the making of clothes for dolls as well as for sister at home furnish motive of no mean kind. The weaving of community rugs and strong willow or reed baskets has seemed reasonable when the articles have found a ready sale. The younger girls who engage in cooking often report attempts at home, and the mothers, and fathers, too, speak in glowing terms of the service rendered by their daughters in times of emergency.

The manual training work of the shop serves the interest of the community preparing for shop work in the large manufacturing plants, some interesting work has been done by letting boys work out some problem in connection with a particular industry in which they were personally interested. *e. g.*, one boy interested in chickens made a chicken brooder; another interested in bees, bee-hives; in other places it takes another character meeting the local needs of the schools. Such problems as dollhouses, sand tables, window boxes, tables, screens, chairs, cabinets, cases, etc., serve both the makers and the recipients. The only difficulty is that when once these needs are supplied in both home and school both teacher and pupils must search for other satisfactory outlets to their energy. All this makes a practical appeal to many children and parents, the latter becoming more cordial supporters of the school. It is also significant that children remain in school longer.

The ratio in decrease of attendance from the first to the eighth grade is about 80%, showing that the great mass of boys and girls are not remaining in school, many of them leaving as early as the fifth or sixth years. Several reasons can be found for this, but there is a widespread feeling among parents and children that the last years of the elementary school do not pay, that it is largely repeating the work of the primary

grades, without giving preparation for practical pursuits. We believe that constructive activities, rightly interpreted through co-operation of home and school will lengthen school life for those who are now determined to shorten it.

Many of those who see the *practical writ large* say the course of study is designed to train children for the pursuit of leisure. Literature, history, geography, nature study, drawing, are obviously adapted to the purpose of recreation, but who will not say that they all aid in building a world within that will correspond to the world without, enriching the life of the individual? One physician, not a parent or a patron, in criticising certain phases of the course of study, said "What is the use of those boys pottering in pottery, or weaving Indian baskets; they will soon be driving brick carts." To be sure it should be something else. We recognize the absurdity from a purely utilitarian point of view; but in our weakness and inadequate equipment, we are not able to give them the training in mending cart wheels or broken harness, etc., even if we believed in it at the age of ten years, which we do not, so we give them something which will enrich their childhood experience, and thereby hope to make them better men just because they are now better boys.

There is no other line of work which offers so large opportunity to call forth mental activity of a high order, to give activity through activity and change of interest, thereby strengthening good mental habits. Manual training is mental training. This has been iterated and reiterated until school men know it thoroughly, but the average parent is not convinced. They hold largely to the economic possibilities of the subject, and while the appeal is made upon this basis, we should show them that the largest value does not accrue from that sort of emphasis. The work should aim toward the practical, but the educational end should never be lost sight of. I have time for but one instance.

It offers opportunity for exercise of the highest order in developing the use of language. In the completed product, in the processes employed, we have the materials which may be utilized for language training. The child who is trained in accurately describing one of these completed products of his own hands, or who gives directions for work to his classmates, has secured a power in the use of exact and definite language which he receives nowhere else. Every such exercise in the use of language requires training in observation, clear, simple, direct organization of knowledge afforded by no other phase of the work. One of the greatest weaknesses of pupils of to-day is in lack of power in definite, concise statement. Children are too frequently asked to write when they have nothing to say, nor any motive for expression. Here the material has been worked into the mind through muscular activity, and thought out consciously, given orally, or in written form as a record for future use to the individual or some class. For the workman in the shop, and elsewhere, the ability to state accurately and concisely what he is to do, what he has done, or what another is to do, is an ability which has commercial

value, and even more than that. We obtain clear thinking through doing, and clear thinking furnishes the right condition for the clear statement and vice versa. So we should be able to turn the glass in either direction, to those who view it from opposite poles, and show that the practical and educational means and ends are one and the same.

Just at present the interest in industrial education has gathered fresh impetus from the standpoint which the business men and the manufacturers are presenting rather forcibly. There is a demand for education that gives pupils assistance toward the greatest efficiency in the industrial and social life upon which they will enter upon leaving school. A feeling exists that much of our school work is not consciously directed toward social efficiency, and we hear suggestions which tend to change our grade schools into trade schools, where the child may learn more directly something of the work on which he will become engaged later. To make the child socially efficient is the aim of all the work, so what we want is not a training which has in it the vocational idea, but a set of large experiences, equally valuable to the boy who may enter a profession as the one who may follow the plow.

Manual training is training of the hand, but it is not necessarily industrial training. That there shall be industrial or vocational schools there is no question, but they should not encroach upon the elementary schools. The work of the elementary school can only hope to give such training in accuracy, in taste, in judgment, in skill, that sufficient *initiative* is developed to attack any problem with some measure of success.

That manual training does train in logical thinking, in execution, far-seeing, through *securing muscular adjustments* which aid in increased powers of attention, there is no longer any doubt. The children attend to that in which they are interested, and this interest is a pull on the muscles, which builds into the system good habits. Interest and attention on the part of children, when engaged in hand work, is in marked contrast to the drag of other school subjects, but there may be lack of interest and hopeless inattention and poor class-room management here also. No one claims that it is a panacea which cures all ills. It is true, however, that manual work has so changed the whole atmosphere of the school that it seems a different place to the child, the teacher, and the visitor. It has become the workshop where real problems are met and mastered.

How to find a place for it in the course of study, giving it more time than is now accorded it, recognizing its dignity and value, and providing adequate facilities for the accomplishment of the work, is a problem not yet wholly solved. The already over-crowded condition of the course of study and the over-crowded class-rooms, shows meager results which come from ineffectual administration.

We are told that pupils have no power to use language, are unable to use practical arithmetic, know little geography, and less of history, indeed, are noted rather for what they have not learned. They argue that what is needed is *fewer subjects*, that manual activities only add to burdens of

teacher and children, and detract from the quantity and quality of traditional subjects in the curriculum. The remarkable thing is that these claims are made just as frequently, and with just as much truth, where no manual training exists. The trouble is not too many subjects, but attempting to teach what is not always worth while and being wasteful in time, in methods, and in efforts. If we want people to believe in it we must dignify the work by the *rational use of suitable materials and proper equipment*, and recent experience has shown that community or group work offers a possible solution toward the development of respect and appreciation.

In conclusion, let us remind ourselves that there is no form of work in the schools of to-day which so clearly meets the needs of the child, *as a child*, which so definitely satisfies the demands of society in its reactions upon behavior. Let us give our children opportunity for rational motor activity, placing emphasis upon related work through community effort, and co-operation with the home. When once there is sane co-operation between the home and the school, meeting the individual or local problem fairly, we will have a doctrine of work which will produce strong, sturdy character.

President: We will have five minutes' discussion from Mr. Wilson S. Ward, of the Department of Manual Training, Montgomery County.

PAPER BY MR. WILSON S. WARD.

Mr. President, Ladies and Gentlemen:

I esteem it an honor to have been invited to present a paper on constructive activities in the elementary schools, even in the short time allotted to me. The pleasure is accentuated when it is found that Miss Davidson and Mr. Blair are my colleagues.

The subject is especially dear to my heart, as it forms a part of my life-work, and I am proud to belong to the noble corp of Manual Training Teachers of this State, whose object is to contribute their part towards the development of well-poised men and women from among the rising generation, able to cope with the conditions as they arise in practical life.

There are two arguments for our present system of Manual Training—the intellectual and the economical. Some argue from one viewpoint, and others from the other. I believe in Manual Training as a means for the development of the intellect, and also as a source of practical results of financial value in the future life of the child, whether the child is destined to work with his own hands or to direct and superintend the work of others.

There are two arguments—

The advocates of the intellectual argument believe that in order to develop systematically the natural forces, it is necessary, from a psychological point of view to evolve the ability to express objects by means of delineation and construction.

We all know the easiest way to make a child comprehend the difference between a cube and a square is to demonstrate it by an object. Construct a cube and square of cardboard and the ocular demonstration is so simple. He can see it at a glance. By the old method he may study the geometrical definitions ever so faithfully, and yet be unable to distinguish one geometric figure from another.

While it is true, therefore, that Manual Training is an important factor in the development of the intellect, I also believe that as taught in our schools to-day, it has a decided economic value.

In this day we all believe in the Baconian philosophy which calls upon each branch of science to yield fruit. The science of chemistry is none the less a means of intellectual development because it yields most practical results. So manual training, while an important adjunct in training the mind is none the less potent as an essential factor in enabling the man or woman product of the children of this day to either work with their own hands or direct the mechanical activities of others.

Now, when we add the psychological to the economic, one more step forward is taken. The experiments of Hughling, Jackson, and Ferrier have proven without a doubt that the brain is not a single organ acting as a whole, but a congeries of organs capable of more or less independent actions. Manual training is doing more for the development of the motor regions of the cerebral cortex than any other class of education ever did; in fact, this is what the great thinkers have been striving for. Balliet has pointed out that Manual Training requiring the co-ordination of the hand and eye at the same time, knits together the cerebral areas concerned, and this result is for the general betterment of the organization of the brain. Perfect sanitary and mental health require the establishment of associations between the sensory and motor areas of the cortex, and manual training is best fitted to attain this end. Our school work in the past seemed to separate the knowing from the doing, but to this department belongs the credit of bringing them together. We have found that the man or woman who succeeds, is the one who knows, and who knows that he knows, and does what he knows.

Many children, who are very dull in their other classes, do equally as well, yes, and some of them even surpass the brighter pupils in the manual training room. This indicates the wisdom of the saying that "There have been lots of good blacksmiths ruined by trying to make lawyers of them." The saddest sight of misfits in life may be daily observed. If we, as educators, can only help the child to find out what bent he is best fitted for, I feel assured we shall accomplish a great work. It is not desirable to exhaust the child with other studies, and to neglect those things which pertain to exercises for the muscles of the body. The future race of mechanics must come from the public schools. After a boy is fifteen years of age, it is very hard for him to start using any set of muscles that have never been used before. You will say we have many mechanics to-day. Yes, we have quite a number of men who do this class of work, but I will guarantee that nine-tenths of them will tell you "Oh, I quit

school quite early." These men are still working with the hammer and saw. Some of my hearers may think my object is to make all the boys who come to me take up the trades. No, this is not my idea, but, fellow-teachers, whenever I have a boy who I know would never acceptably fill any other profession and find he has excellent mechanical talent, I do my utmost to turn his attention towards improving the talents with which God has endowed him. It is believed that all children, alike of the rich and the poor, should be taught the dignity of honest labor, and the importance of utilizing all of their talents. The opportunities we have places upon us great responsibilities, both to the individual, and to the State.

The President then introduced Mr. Joseph Blair, principal of the Sparrows Point School, Baltimore County, who further discussed the paper.

President: We will now have some music from the quartette.

The quartette then sang "Po' Li'l Lamb." This was encored, and they sang "My Love Is Like a Red, Red Rose."

President: I take pleasure in again presenting Dr. Charles B. Gilbert, formerly superintendent of schools, St. Paul, Minn., Newark, N. J., and Rochester, N. Y., who will speak to you on "Some Educational Uses of Literature."

Dr. Charles S. Gilbert said:

I have been asked to talk to you about the Literature of the Schools. Some people say that this is a sordid age. I don't believe it. We teachers can do very much indeed to keep our age beautiful and inspiring. Of course the avenue opened to most of us is in some one of the arts, such as music, drawing, &c., but literature is available to all of us. We cannot always have fine pictures, or music, but we can have books. Did you ever think how much it means to learn to read? Imagine yourself—imagine yourself unable to read for a minute. What a difference it would make to you! The one who cannot read is limited by his chances, and by the distance he can travel. As to time, yesterday is all that his memory can carry, but you let him read, and the whole world is his. All the ancients down to Shakespeare, they are all his friends because he can read. There is no space, there is no time. The past and the future are his and he can put his arm around the world. He can know what happens day by day up to the present time by the daily papers. This is the benefit of reading. What is literature? There are three essentials for literature. First, there must be a worthy theme. Second, there must be a universal human sentiment, and, third, there must be good art.

There must be a worthy theme. There is a lot of literature written, but worthless, because there is not a vital interest. When the poet's friend died, the poet's heart was broken, and he mourned. Afterwards he saw the light. He wrote that great poem "In Memoriam" that others might see the light. Why is "In Memoriam" a great poem? It is because of the great feat, the lifting up of the soul into eternal hope.

Then there must be the appeal to universal sentiment. Mere facts cannot make literature. I have heard lots of sermons that were called themes, but they had not the art of sentiment, and failed to reach the heart. The function of literature is to clothe facts with a garment of literary truth. A fact is frequently false, truth is eternally true. Suppose this to appear in a paper:

"Murder in high life. The daughter of one of our esteemed citizens, married some months ago to a man from North Africa, was last night smothered to death by her husband with a pillow!"

How sad! the family are prostrated, but that is not "Othello." Shakespeare took it for a theme, and made a beautiful play of it.

Here is a little flower growing in a rock, you pass it by without remark. The poet sees in the flower all the sweetness and all the wonders of creation. He writes a beautiful poem about it. That is literature. In fact, you can take the characters of literature and make them wholly human. The function of literature is to illumine life, to bring into the commonplace life, which most of us live, the illumination and element of truth. How many are there of us who go through life and see nothing? The function of literature is to vitalize.

How about the school? One of the chief uses of literature for the teacher is inspiration. How about the teacher? What do you want to read? Do you belong to a magazine club and read all the magazines in the neighborhood? What do you read? Do you read professional books? Some. Don't overdo it. Probably most of you are in no danger of overdoing it. I would read one or two good shop books in a year. Not more. Read just enough of the current literature to keep up with the world, and no more. I should say first of all as to your other reading, read what you enjoy. Read for fun. If there is lacking the element of pleasure after you have got into a book, quit, and take another. Anticipation is not always a safe reliance. You must know of books. Your time is limited, you are a busy people, you must learn about books, but don't try to keep up with all of them. Have the courage of your convictions, and if you have not read a book, boldly say so. It is a disgrace to have read them all, unless you are a literary reader. We must have some time for standard literature, because you will enjoy it. Are you well up in Dickens, George Eliot, Thackeray, Shakespeare, Carlisle, Emerson? I think I would read about two plays of Shakespeare a year. Take them slowly and enjoy them. Take plenty of time. You should keep up with the standard literature. It pays to read some books over and over again.

In new books when you find that the book you are reading is very crude, stop it. Turn to the last page, and see if you wish, how the end came out, and lay it down.

As to the magazines. Read them. Most of them are not worth reading, but almost all of them have one or two articles that are worth reading. I would not spend much time on them. Look at the pictures. The 10-centers are as good as the 35-centers. It is not the matter of price. Don't spend too much time on them.

Now about the children. That is always the test, of course. Why not make your school interesting with literature? You get life by living in the midst of books. What can you do for the children? You can give them the reading habit. Did you ever hear of the "whiskey habit?" "I am too tired," the man says, "I guess I will go and have a drink." And he does so. That is the whiskey habit. You say "I have had to make out too many reports, and am tired." What are you going to take? A drink? By no means. Take up a book. Take up one of the good, old books. Then you can get a love for books. Books are the solution. You can give a taste for books to children. When you look at the newsstands and see the stuff that is laid out there, you wonder how children who go to school and learn to read, can read such stuff, and still be decent. They must be saved from that kind of thing—the penny dreadful. They should be taught to acquire a mixed taste for literature. There is an appetite that the children have which this cheap stuff satisfies. You must get them something to take its place, and yet something that will satisfy. Well! there is Cooper, we do not make enough of him. Is Cooper bright enough? Then there is Scott. But you must not try to force on your children that which will not satisfy them. How and when can you do it? You are busy. Your time is pretty well filled up. You have to teach a host of subjects. How are you going to teach literature? How much time have you for the elevation of the soul? Literature illumines all of life. Reading is always reading. Get the thought, the spirit, the theme. Children should always look at a book as a pleasure, it should always be a joy to them. Then as to poetry, don't drop poetry. Boys, they say, don't like poetry, but read it to them. How can a child get the sense of poetry, unless he gets the flow of it, the rhythm of it? You give the child the flow of it, the harmony of the words and the thought, you can interest them, and they will not be satisfied afterwards with their own reading. Then there is the language. Good language is acquired by imitation. You can always use good literature in a language lesson. If you want to impress anything upon children use a story or a poem. The question of good language reminds me of the story of the boy who always said "I have went." The teacher corrected him time after time in vain. He would persist in saying it, so she told him to stay behind in school, and write out the words "I have gone" one hundred times. While he was completing the task the teacher went out of the school, and as she did not return soon enough for the boy, he wrote on the blackboard "I have wrote I have gone 100 times, and now I have went home."

Do you study about the weather in your school? That is all right, of course, so long as you don't overdo it. You tell the children about the clouds. Do you know the names of all the clouds? I know about two clouds, and I am very proud of my knowledge. I will recite to you some beautiful poetry about clouds. Then there is the fairy story. You can illustrate so many, many things by the story that you cannot illustrate in any other way, and you can make it so interesting to the children. You cannot teach filial devotion in anyway as effectively as by a story. You

cannot tell children to respect their parents, and get the same effect as you can by a good story. I want to give you just this one further message. Don't forget the brighter side of life; and live with the children. It will lift them out of the common road, and take them into the higher realm.

The President made some announcements.

Mr. E. A. Browning, of Mountain Lake Park, Md., said:

Mr. President. I very much appreciate the honor that has been conferred on me to extend to you and the members of this Association an invitation. It has been our pleasure on many occasions to visit you and enjoy the beauties of the ocean, and to exceedingly enjoy the hospitality of Ocean City. We now feel that the teachers have seen all the beauties of this end of the State, and for that reason, and for our own pleasure I have the honor to extend an invitation for the teachers to hold their next convention at Cumberland. When you reach Cumberland and begin the ascent of the mountain and you climb the 17 mile grade you will enjoy some of the most beautiful scenery. After reaching the top of the mountain you arrive at Deer Park, just a little beyond there Mountain Lake Park. At this point we have an auditorium capable of seating 10,000 people. We have a stage platform capable of seating 600 people. Just beyond this is the beautiful town of Oakland, and we extend an invitation to you to visit Lake Park. We will meet you with 200 teachers, and we will make you acquainted with the beauties of Garrett County. We will put you at an altitude of 3,800 feet, which will probably be higher than any of you have been before. We will show you some very large strawberries, a sample one I saw before I left was 4½ inches around. We cordially invite you, and we want you all to come.

The cordial invitation from the Mountain Lake Park Association to the Maryland State Teachers' Association to hold the next meeting at Mountain Lake Park, Garrett County, was referred to the next executive committee, and the Secretary was instructed to present the invitation to the committee.

The President then declared the meeting adjourned until 8.15 Friday evening.

HUGH W. CALDWELL,
Recording Secretary.

FIFTH SESSION.

At the meeting held on Friday Evening, June 26, 1908, at 8.15 P. M., President Albert S. Cook in the chair.

President: The meeting will please come to order. We will have a duet by Miss Kenney and Mrs. Bornschein, and after that a reading.

Miss Kenney and Mrs. Bornschein then rendered a duet.

President: There will now be a reading by Miss Chambers.

Miss Chambers then recited.

This was followed by another recitation, "I Ain't Going To Cry No More."

President: It affords me pleasure to say that Mr. George W. Twitmeyer, superintendent of schools at Wilmington, has promised to say a few words to you and bring you greetings from the neighboring State of Delaware.

Dr. George W. Twitmeyer said:

I take it that the chairman of any meeting who has the courage to turn loose a stranger upon a meeting without being regularly programmed is a great man, and the man who undertakes to respond to the invitation is engaged in a hazardous business, particularly in the present instance after we have had such pleasing songs as we have had this evening. I am glad to bring you greetings from Delaware, and particularly from Wilmington. We would like to do some things in our State so as to make useful citizens of our children. Every now and again the superintendent of our schools is allowed to get away for a day or two to see what is going on, and to find out whether we are in touch with the educational advance of the country. I think I can do nothing better than to give you three or four impressions that have been made on my mind with this visit. Your work is absolutely in accord with what we are doing, and what we are doing is absolutely in accord with your work. It has been emphasized from this platform and in my mind it stands out in bold relief that the schools of every town and city in Maryland have, and maintain the good will of the public. The second phase is that the schools as such are doing a great work in that they take as it were from the ends of the earth a heterogeneous mass of humanity, and under the influence of the teacher's life and action they are turned out good citizens, and good men and women. It is the function of the school as an individual to put the child in possession of himself so that he may seize the means to care for his body; secondly for the enlargement of his spiritual nature, and lastly for his mental growth. The work around this room, and the utterances that have been made from this platform are indications that you are moving in the right direction. Lastly, the most important thing is the teaching, and that is more important than outlining the work of the boys and girls when they become men and women. The teacher's work then becomes dignified, and every utterance from this platform has shown that the teacher's work is dignified right along through the child's life. The chief Teacher came so that he might have abundant life. Then the thing for you and me to do, as teachers, is to so enrich our lives as to improve the lives of others, so that when we come in contact with the boys and girls committed to our charge, we may say "Follow me—follow me." Then when you and I in purity of life and character can say to our children "Follow me," it is well. But let me say that, though they are ready and able and willing, we are sadly lacking when we fail to provide the spiritual food that these children need. The quality of heart and the spirit of life that is within them is

reaching out all the time whether we know it or not. They are taking from us the quality and tone of life such as we have, and we are becoming marvellous factors for disseminating those qualities of life which make for purity and good. These things stand out boldly. It has been my good fortune this year and last year to meet a number of the Maryland teachers, and I want to say that a more gracious and a better corps of teachers I never saw. I have taken from them so much hope and inspiration that it will carry me over the whole year. I thank you for this opportunity.

President: I am pleased to see with us this evening Mr. Joseph Y. Brattan, and I will ask him to tell us something about the local history of this community.

Mr. Joseph Y. Brattan said:

About ten minutes ago someone came and told me that I had to make a speech. I am not accustomed to talking, but more accustomed to writing. All my thoughts as a newspaper man go out through my fingers, and this is the hardest work I have done for a long time. I am very proud of my friend, Mr. Cook. He and I are products of the same class of one of the best universities in the United States. If Mr. Cook had not abused his voice so much I would like him to give us the Princeton yell. Three or four years ago I was up at Princeton and saw a football match, and we all yelled and yelled so much that an old fellow got up by me and said, "Confound that yell and that song, that yell made the men kick a goal for Princeton." I want you all to have the same inspiration to teach the children under you that that Maryland man had to kick that goal. I would like to tell you the glorious part that Maryland played in the war of the Revolution, and I would like to tell you how Maryland in the second war nobly fought. Let your children know what Maryland has done for this country. I want to tell you that six miles from here was born Admiral Decatur, who captured the Barbary States. There are going to be lots of improvements made in this State, and I want all you teachers to do your best to keep the boys and girls at home. We are going to make Maryland a great State.

Mr. Brattan then spoke of many reminiscences of the people of Maryland.

President: We will now take up the final business. The first topic is the Treasurer's report. The Secretary will read the Treasurer's report.

The Secretary read the Treasurer's report as follows:

REPORT OF THE TREASURER.

June 28, 1908.

JOHN E. McCAHAN,

Treasurer.

DR.

1907.

July 2	To balance from last report.....	\$244.09
Dec. 21	To amount received from Secretary for membership fees	87.00
		<hr/>
		\$331.09

1908.

March 9	To amount received from Caroline County	10.00
March 9	" " " Garrett County.....	10.00
March 10	" " " Somerset County.....	10.00
March 13	" " " Allegany County.....	10.00
March 17	" " " Kent County.....	10.00
March 17	" " " Dorchester County.....	10.00
March 17	" " " Worcester County.....	10.00
March 17	" " " Anne Arundel County	10.00
March 18	" " " Howard County.....	10.00
March 24	" " " Baltimore City.....	10.00
March 24	" " " Baltimore County.....	10.00
April 1	" " " Harford County.....	10.00
April 4	" " " Montgomery County.	10.00
April 4	" " " Wicomico County.....	10.00
April 4	" " " Queen Anne County..	10.00
April 24	" " " Calvert County.....	10.00
April 25	" " " Washington County..	10.00
May 1	" " " Talbot County.....	10.00
May 6	" " " State Board of Education	10.00
May 6	" " " Carroll County.....	10.00
May 27	" " " Frederick County.....	10.00
June 1	" " " Charles County.....	10.00
June 8	" " " Pr. George County....	10.00
June 24	" " " Cecil County.....	10.00
June 24	" " " St. Mary's County.....	10.00
June 24	" " " Sec. for membership fees	100.00
		<hr/>

350.00

\$861.09

	Cr.
Dec. 6	By bill for envelopes and freight.....
Dec. 6	" " of Sec. for stamps and freight.....
Dec. 11	" " of S. North-Expenses to Va. Con.....
Dec. 23	" " of Cecil Whig Publishing Co.....
1908.	
May 6	" " of Cecil Whig Publishing Co.....
June 26	" " of Ch. Ex. Committee.....
June 26	" " of Secretary
June 26	" for professional services, Ionic Quartet
June 26	" R. W. Arnold—Printing.....
June 26	" entertainment of Prof. Fitzpatrick.....
June 26	" entertainment of Judge R. D. Jones and Rev. J. B. North.....
June 26	" of Atlantic Hotel and traveling ex- penses of Prof. Gilbert.....
June 26	" Treasurer.
June 26	" Expenses of President A. S. Cook.....
June 26	" John H. Gillespie for rent of Casino.....
	Balance on hand.....
	\$293.04

President. The Treasurer's report is referred to the Auditing Committee. The Secretary will read the Auditing Committee report.

REPORT OF AUDITING COMMITTEE.

The Auditing Committee begs leave to report that the accounts and report of the Treasurer have been examined and found correct to date.

July 2nd, 1907, Balance on hand last report.....	\$244.09
Receipts to June 29th, 1908.....	437.00
	\$681.09
Disbursements	388.05
	\$283.04

Auditing Committee:

R. BERRYMAN,

Chairman

E. H. NORMAN.

President. The Secretary will read the report of the Reading Circles.

MARYLAND STATE TEACHERS' READING CIRCLE.

BALTIMORE, June 15, 1908.

To the Maryland State Teachers' Association—Ladies and Gentlemen:

I have the honor to submit to you the seventh annual report of the Board of Managers of the Maryland State Teachers' Reading Circle. The records for the year 1907-1908 show an enrollment of 656, as compared with an enrollment of 830 reported to you one year ago. Our membership for this year is distributed among the counties as follows:

Allegany	7	Howard	11
Anne Arundel.....	1	Kent	41
Baltimore	1	Montgomery	104
Calvert	1	Prince George.....	1
Caroline	0	Queen Anne.....	56
Carroll	0	St. Mary's.....	1
Cecil	130	Somerset	10
Charles	1	Talbot	33
Dorchester	12	Washington	49
Frederick	47	Wicomico	72
Garrett	34	Worcester	5
Harford	39		

The decrease in membership is due principally to the fact that, in a number of the counties, the teachers have been engaged in special work under the direction of their county superintendent and have had no time for the Reading Circle work.

We feel that the work outlined for the coming year is of such a practical character that no county superintendent can afford not to encourage his teachers to take it up, and make use of one of the means of professional growth.

TESTIMONIALS GRANTED.

Since we last reported, the following have completed a three years' course, and, having met the requirements of the Board of Managers, have been awarded a testimonial diploma by the State Board of Education on the recommendation of the Board of Managers:

NAME.	COUNTY.	NAME.	COUNTY.
Florence Bounds.....	Wicomico	Roberta Graham.....	Cecil
L. J. Beachey.....	Garrett	Frances Griffith.....	Cecil
Mary Emily Clarke.....	Cecil	Emma Willis.....	Cecil
Jeannette Gooding.....	Kent		

It may be of interest to those looking forward to a teacher's life certificate to know that the State Board of Education accepts these testimonials in lieu of an examination in the professional subjects.

CERTIFICATES AWARDED.

During the year the following named persons have completed one year's course of reading, and, having met the requirements of the Board, have been awarded certificates:

COURSE OF 1903-1904.

Roberta Graham.....Cecil County

COURSE OF 1905-1906.

NAME.	COUNTY.	NAME.	COUNTY.
Florence Bounds.....	Wicomico	M. R. Camp.....	Kent
Grace Gelletly.....	Harford	Emily E. Moore.....	Cecil
Ella Queen Nally....	Prince George	Emma Willis.....	Cecil

COURSE OF 1906-1907.

NAME.	COUNTY.	NAME.	COUNTY.
L. J. Beachey.....	Garrett	Katherine Budd.....	Cecil
Mary L. Budd.....	Cecil	Ella Cannon.....	Cecil
Mary Emily Clarke.....	Cecil	Ethel DuHamel.....	Cecil
Jeannette Gooding.....	Kent	Frances Griffith.....	Cecil
Arrie McCoy.....	Cecil	Emily E. Moore.....	Cecil
Nellie Pearce.....	Kent	Clarence Reddick.....	Frederick
M. R. Camp.....	Kent		

READING COURSES FOR 1908-1909.

The Board of Managers at their last meeting adopted the following books for 1908-09:

Pedagogy—Bagley's "Class Room Management," Macmillan Co.

English—Colby's "Literature and Life in the School," Houghton, Mifflin Co.

History—Browne's "Maryland—The History of the Palatinate," Houghton, Mifflin Co.

Science—Wright's "The Citizen Bird," Macmillan Co.

This is one of the strongest and most helpful courses yet offered, and we invite every teacher in Maryland to take advantage of this opportunity.

VACANCIES TO BE FILLED ON THE BOARD OF MANAGERS.

The terms of Mr. Herbert E. Austin and Miss M. M. Robinson, members of the Board of Managers, expire at this meeting, and it will be necessary for the Association to elect their successors.

In this connection, the Secretary was directed to present to this Association the following recommendation from the Board of Managers:

Voted to recommend to the State Teachers' Association that the Board of Managers be increased from seven to nine members; that the two elected to succeed those whose terms expire at this meeting be elected for a term of four years; that the two elected to increase the number of the Board from seven to nine be elected for three years; and after this year the term of office of those elected to the Board shall regularly be four years instead of three as now.

FURTHER RECOMMENDATIONS.

The Secretary was further directed to present this request to the county school officials of the State:

That, inasmuch as the Board of Managers is earnestly trying to make the Reading Circle work of real value to the teachers, and inasmuch as the Board is holding to a fair standard of work before granting its certificates, the school officials of the County be requested to encourage their teachers, to undertake this work, and recognize, when an opportunity for promotion comes, the increased value and efficiency of that teacher who has had the determination and will power to carry on this work in addition to her already exacting duties.

The Secretary wishes here publicly to state his sincere appreciation of the assistance given him by the County Superintendents and teachers who have given freely of their time and energy in promoting this work.

Respectfully submitted,

HERBERT E. AUSTIN,
Secretary to the Board of Managers.

President: One part of this report requires the action of the Association. Are you ready to act on the report as a whole or in part?

It was moved and seconded that the report be adopted as a whole.

President: It is so adopted. The report of the Auditing Committee ought to have been adopted.

Resolved, that the report of the Auditing Committee be adopted and the Committee discharged.

President: Is the Committee on Resolutions ready to report?

Mr. Robert H. Wright read the report on resolutions.

REPORT OF THE COMMITTEE ON RESOLUTIONS.

The Committee on Resolutions begs leave to offer the following:

Resolved, That we extend the thanks of this Association to the officers and the Executive Committee for the able manner in which they have conducted its affairs during the year and especially during this annual meeting.

That we acknowledge our indebtedness to Judge Robley D. Jones, E. H. Norman, A. S. Cook, Dr. Henry S. West, Beatrice P. Robinson, John B. Bledsoe, A. C. Willison, Herbert E. Austin, Isabel Davidson, Dr. Charles B. Gilbert and — — — for their scholarly and helpful addresses. And especially do we wish to extend our thanks to Superintendent F. B. Fitzpatrick, the fraternal delegate from our sister State, Virginia, for his words of greeting from the Old Dominion.

That we acknowledge our indebtedness to Mr. Frank Rutherford, of the Gregg Publishing Company, for his services in reporting the meeting; to the Ladies' Ionic Quartette for their excellent music; to the Remington and the Oliver Typewriter Companies for services rendered members of the Association.

That we commend the construction work done in the Maryland School for the Blind, the Maryland State Normal School, and the Baltimore County Public Schools, as shown by their respective exhibits; and that we extend our thanks to the Legislative Committee for their excellent work during the last General Assembly.

ROBERT H. WRIGHT,

Chairman of Committee.

Robert A. Wright: There is one other resolution that was omitted from this list and that is a resolution in reference to Dr. E. B. Prettyman. If the Association will give us that privilege, the Committee will draw up that resolution and submit it to the Secretary.

President: The Committee will not be discharged until they submit that resolution to the Secretary. The motion is that they be adopted as a whole. Is there any discussion? All in favor please say "Aye."

The resolutions were adopted.

Mr. Holloway: I have a resolution to offer. I have a resolution which will enable the Association to prove their faith by their works. One of the best sessions was that of this morning, and I take it that the applause and congratulations extended to Miss Davidson has led to discussion, and that the sentiments expressed and the work done meet with approval of the members of this Association. I therefore offer the following resolution:

Resolved, That it is the sense of this Association that constructive activities should be given a prominent place in the curriculum of the elementary and secondary schools.

Resolved, That the school authorities of the various Counties are requested to use all means within their power to inaugurate and extend such work.

Resolved, That the Legislative Committee of this Association be instructed to use every effort to secure such legislation as will encourage and stimulate the extension of manual training; and to bring about the passage of a law providing for an appropriation for each County sufficient to enable the local Boards to employ a supervisor of primary and industrial work.

Mr. Willison: I doubt the wisdom of the line of thought embodied in that resolution, and I think that we, as an Association, should familiarize ourselves with the facts before proceeding further. I have been attending the Legislature for some eight years, and the greatest danger we have to contend with in the effort to gain the support of the Legislature is the asking for these very numerous appropriations for specific purposes. The State is doing a great work for education. The Counties are not, and have not been giving as much money as they should. I believe that any action of this kind placed with your Legislative Committee will weaken their strength with the Legislature. At the last session these requests for special bequests came nearly defeating an increase for teachers' salaries, and I believe that is what it would do in this case. I believe heartily in the resolution, but I think that you will make a great mistake if you ask for this appropriation from the State. I believe it rests with the Superintendents and teachers to so promote this department of education that they will get the appropriation in the Committee. I would at least request that the last clause be stricken out. I advise this for some reason that I would prefer not to mention from this platform. Those who have been attending the sessions of the Legislature, and those who have been working along this line, are well aware of the obstacles that will face us if we attempt to adopt this resolution.

Dr. Simpson: I think we had better submit this resolution to the Superintendents' and Commissioners' Association, so that it may have more consideration before it is submitted to the Legislature. I would like to submit a motion to that effect.

President: Will the mover of the resolution accept the alteration?

Mr. Holloway: We are willing to submit to the superior wisdom of my friend, Mr. Willison. I have not had the experience that he has. I believe if we ask too much we shall get nothing. It is true that the Counties of the State want a Supervisor of industrial work, and I shall be happy to waive that part of the resolution. I would like to have the matter further discussed before coming to a final conclusion.

President: I would like to say a word here. Mr. Willison's point is well taken. There seems to be a disposition on the part of some of the authorities in the State to ask for a great many different appropriations for specific

purposes. It seems to me that the principle back of such appropriation is simply this—never get a dollar from the State unless the County is willing to put up a dollar itself. That is recognized all over this County. For every dollar that the State gives, it requests the local authorities to give a dollar at least. Those of us who know, know that in some of the Counties it is not so much how much they may spend, but how much they may save for other purposes. I speak for Baltimore County. Baltimore County is perfectly willing to do its share in contributing towards the State appropriations, but we do not believe that this principle of giving an appropriation for specific purposes, and only spending what they get, and perhaps not all is a wrong principle. It seems to me that has been done in the recent act. I think these are some of the things that Superintendent Willison did not mention, but I am not quite so modest in this respect. So far as the resolution is concerned I am heartily in favor of the principle as set out, but on thinking it over I believe it will be better to eliminate the last clause and let it go as it stands.

Here he read the resolutions as amended "This would cover the point."

Chairman, Mr. Lamar: Do I understand that the resolution has been amended? Do I understand that you wish to modify it?

Mr. Holloway: I would like the last resolution read.

The resolution was read.

Mr. Holloway: Now that resolution does not cover the entire appropriation from this County. Should there be any doubt about the interpretation of that clause, and it seems that the Superintendents that have spoken seem to think the money will be used or diverted for other uses, and in view of the objections that have been raised here I am perfectly willing to eliminate that last clause. I inserted the clause at the request of others, and I withdraw the last clause and move the adoption of the resolution as amended.

Mr. Willison: There is no claim of misappropriation on the part of any officer. Those who have worked with them know that they have been working for years without remuneration. Through just such action as yours you are to-day losing money in salaries, and losing money for your public schools. You get some money for your High Schools, and lose other money for your teachers. We should work for the entire cause, and then our men in charge will distribute it fairly and properly. I remember the time when I first became connected with this Association, when you had to get down on your knees to get an appropriation. We have got into their confidence by showing that we were working not for one part interest, but for all. But in the Manual Training Department it is well known that in many Counties for a number of years the Manual Training money was spent in such a way that we did not get returns for it. It is a fact. I advise you seriously never to attempt to bring in these special appropriations and to bring a number of requests for appropriations. Go before the Legislature and get the money, put it in the hands of the officials for

distribution, but above all, do not endanger the appropriations by asking for more money.

Mr. Lamar: I do not think the mover of the resolution intended to cast reflection on the State. I think that the trouble is this. I do not believe that there is a cent of money but what is utilized for educational purposes in the State. The truth is that every Board in this State have more use for money than they have money to supply. There is a terrible pressure on the Boards to meet the demands and it is often a question whether an expenditure can be properly made when it pertains to that fund. Suppose we can utilize our Manual Training teacher to go to a school she has not been attending before. There may be several hundred dollars in the Manual Training fund, and a room has to be fitted up. We might take from our general fund, but if there are a few hundred dollars in the treasury, the Boards exercise the power which they have, and the discretion they have for the accomplishment of the best interests of the work. For one I oppose the idea of having these special separate funds. I believe if there is enough money in the fund to take care of all the needs of the schools without expending all that money, I say that we ought to be able to utilize that. However, we are not permitted to do that. The Boards try to carry out honestly the law. Wherever we have any discretion in the matter I think you will find the Boards are going to exercise that discretion, so as to accomplish the greatest good, looking to the welfare of the children. The funds were never more honestly distributed.

President: Of course, I had no idea of this matter being taken so seriously. I was simply stating facts as they came out to us. I did not mean to cast any reflection on any Board, for it is within the power of the Boards to do whatever the authorities permit them to do. They do it for the best interests of the school. They want to utilize all these funds for some purpose or the other. You all know about the book fund and the trouble we have had over it. This arose simple because of the distribution of this fund. That is a condition which is known to all the people of the State. That book fund is now amended, so there ought to be no trouble along that line in the future. I meant to cast no reflection whatever, but was simply stating facts in a business-like way. I know all the members of the Board personally, and all the superintendents, and I know that all that they have done have been for the best interests of the schools.

Mr. Lamar: We have heard the resolutions as amended. What is your will? The Ayes seem to have it. The Ayes have it. It is passed.

President: Is there any other business before we come to the election of officers?

Secretary: With regard to the record of the proceedings recently held the Secretary was asked to get permission from this Association to have the Constitution and By-Laws printed in the next report. As all the members should be familiar with the Constitution and By-Laws it has been

suggested that it should be mentioned at this meeting. Is it your wish that the Constitution and By-Laws be printed in the next copy of the proceedings? I propose it. The motion was seconded and passed.

Mr. Lamar: It seems to me that this matter came up accidentally. We have had at this meeting a delegate from Virginia to Maryland, and I propose that we elect a fraternal delegate to the Virginia Association for next year. My resolution is first that we send a delegate to the State of Virginia. How we should choose one I do not know. I make a motion that the delegate be appointed by the President.

The motion was seconded, put to the meeting and declared to be carried.

President: I want to announce at this point that the Standing Committee will not be announced for a few days. I hope it will not be necessary to make many changes. Is there any other business before the Association? The election of officers is next—the officers to be elected. Nominations for President are now in order.

Mr. Joseph Blair: We have in the State of Maryland a woman who has fought more battles for truth and right than ever was fought by any general on any field. It has been my privilege to fight under the instructions of that woman, and the highest honor that can come to me is to name our Miss Richmond for President of this Association.

President: The chair will not entertain any such motion. We will proceed to make this vote a unanimous one. All those in favor of Miss Richmond becoming President of this Association will please rise.

The whole Association then rose and gave a standing vote in favor of Miss Richmond.

President: Carried unanimously. I trust that action, if not parliamentary, was at all events in accordance with our sentiment.

It was moved and seconded that Mr. Robert H. Wright be the First Vice-President of this Association.

President: The nominations for Second Vice-President are now in order.

Mr. Lamar: There was a young man two years ago who entered into the work of superintendent in one of the Western Maryland Counties, and during that time he has done wonderful work. He is not here tonight; and has not been in attendance at this Association, because his duties have kept him at home and because he has worked too hard. Knowing what he has done I believe it would be a personal recognition of his services and work if we would make him our Second Vice-President. I therefore move that Mr. Earl B. Wood, Montgomery County, be our Second Vice-President.

President: Any further nominations?

Mr. Earl B. Wood was duly appointed Second Vice-President.

President: The next appointment is Recording Secretary. The office is now held by Mr. Hugh W. Caldwell.

It was moved, seconded and resolved that Mr. Hugh W. Caldwell be the Recording Secretary.

President: The position of Corresponding Secretary is now held by Miss Elizabeth Meade. Nominations are now in order.

Miss Alice McCullough was nominated, seconded and appointed Corresponding Secretary.

Mr. John E. McCahan was appointed Treasurer.

President: The next appointment is Chairman of the Executive Committee.

Mr. Cameron: A man who has spent all of his life in educational work; a man born in Cecil County, lived in Cecil County, educated in Cecil County, and one who has ever taken an interest in the schools of Cecil County; for the last seventeen years he has been Superintendent of Schools in this County proves that he is in every way admirably adapted for this position. I desire to nominate Mr. George Biddle, Superintendent of Schools of Cecil County.

Mr. Phillips: I esteem it a great privilege to second the nomination of Mr. George Biddle, of Cecil County, and to add a word of testimony to his admirable work as Superintendent of that County. I have known him for the past eight years, and he is always an encouragement to those who come in contact with him. He is ever ready to offer suggestions and give his opinion on any complicated school problem. It is a pleasure to me to second this nomination. It was suggested by some of my friends that I should be appointed to this office, but when I heard about my distinguished friend from Cecil County, I thought it would be the height of impudence for me to become a candidate, and I therefore have the privilege of nominating Mr. George Biddle, of Cecil County.

Mr. George Biddle was duly appointed.

Miss Richmond: As second on the Executive Committee I nominate one of my faithful workers, and one of the most faithful workers in the Association. I do this in the hope that I shall be associated with him in the future. I nominate Mr. E. H. Norman, President of the Baltimore Business College.

Mr. A. S. Willison: I have known Mr. Norman for many years as a good and faithful worker, and I have much pleasure in seconding the nomination of Mr. Norman.

Mr. Howard C. Hill was also nominated and appointed.

Miss Richmond: I move that the Superintendent of Charles County be elected as a member of this Committee, viz.: Superintendent Stone, also Miss Annie E. Johnston, of Howard County.

President: They are all duly elected. The Secretary will now read the resolution upon the death of Prof. E. B. Prettyman from the Committee on Resolutions:

Since we have last met, the portals of the great beyond have opened and there has passed into the "silent realms" our friend and co-worker, Dr. Elijah Barrett Prettyman, late Principal of the Maryland State Normal School and Superintendent of Public Instruction.

Doctor Prettyman was distinguished for his courtliness of demeanor, his kindly manner, his Christian character.

He was loyal and constant in his friendship, graceful, tender and uplifting in his attentions to womanhood, sympathetic to the heart's core in another's trials or sorrows, and ever ready with an open hand to extend a generous hospitality to all.

In his death we feel we have lost a friend, an earnest advocate of truth and justice, and an ardent supporter of the Public School system of Maryland.

It was moved and seconded that the resolution be adopted.

Resolved, That the resolution be engrossed and sent to the family of the deceased.

President: There seems to be some doubt as to the power of the President-elect to appoint additional members to the managers of the Reading Circle. If this is true the chair will entertain a motion giving the President-elect that authority as has been done heretofore. All in favor of delegating that power to the President-elect will say Aye.

The motion was unanimously carried.

Miss Richmond, the new President, was escorted to the chair.

Miss Richmond: When you stop clapping, I will say a word or two. Whatever credit is due to this meeting of the State Teachers' Association is due not to myself, but to the able support that I have had from the Executive Committee, from the Secretary and from one of the most popular Superintendents of the largest County in the State. This has not been a Committee of one, except as one is a unit of five units. Each member of the Committee was assigned a certain duty, and each member of the Committee has performed that duty exceedingly well, and each member has asked me what more he could do to assist me in the work. Mr. Norman has said the same: "Whatever you want me to do, ask me." This kindness was continued even to Ocean City, even to the buying of boxes of candy. Miss Johnston attended to the music, so all the delight that you have experienced from the singing, you owe entirely to Miss Johnston. Doctor Berryman had a most serious time and for a while we thought we

were to be shipwrecked. We thought we had made all our arrangements beautifully, as to the hotel accommodations, and after the rates had all been printed the management of the hotel was changed and the present proprietor refused to accept the rates as advertised. We asked him to meet the Committee. He met us, and he granted the rates, but it was due entirely to the good offices of Mr. Phillips, who was always at hand to help me. Your young and handsome President has been looking his very best at every meeting of the Committee. Coming from Baltimore County he has brought a large company with him, and it is through him that we have gotten one of the best papers that has been read at this meeting. We have had some beautiful work here on exhibition. Some of the teachers of our old schools offered to send some more work which had not been specially prepared, but we had more offers of articles than we could arrange for. Mr. Bledsoe, of the Blind Asylum, came and gave us a fine exhibit, which was a revelation to all of us of what the blind can do. Every one I asked to do anything did it so pleasantly, so nicely, so agreeably that I am glad that I asked them. Now we seem to have the largest attendance we have ever had at any Association meeting, but that is not the only thing, I remember at our Association meetings in the past that the members would come, sit down for a few minutes and then go out. At one meeting I remember there was a room about half full. The speakers spoke for a while, until there were only seventeen of us left, then there were twelve, some left, then there were only seven of us remaining to the finish. At this meeting things have been different. Here they have come and they have staid, and at the end we have found a room full. It shows the general interest of all the teachers in educational work. We want to find out what we can do to help them in their educational work. I believe, for the first time in the history of Maryland, the fires of education are burning, and the field is glowing with educational ardor and the educational renaissance has reached Maryland.

President: This is an extremely fitting close to this meeting, and I must say that were it not for the fact that some of the immediate members of my family are present here, I should say something more about Miss Richmond. However, I must pass that by, and we will now all sing, Maryland. We have the words printed on the slip. Let us all rise and join.

The Association sang, Maryland, My Maryland.

President: The Association is adjourned *sine die*.

Respectfully submitted,

HUGH W. CALDWELL,

Recording Secretary.

REPORT OF THE COMMITTEE ON HISTORY.

June 25th, 1908.

To the Maryland State Teachers' Association—Ladies and Gentlemen:

The Committee on History was handicapped by the resignation of the Chairman late in the year, owing to physical break-down. In order to forward the work of the Association, the writer reluctantly accepted the vacant chairmanship, and offers the following report, despite the fact that he has had the assistance of no more than one other member of the Committee.

The Committee will content itself at this time with two main recommendations.

I. We recommend that Maryland History be taught in the same relation to United States History, in which it was originally made. The text in Maryland History should be used parallel with the text in United States History, so as to emphasize the part Maryland has played in our National History. When the subjects in which Maryland had a prominent part are taken up in the United States History text, the Maryland History text, and stories of Maryland men and events, should be studied and emphasized. The attempt to teach Maryland History as a dry little thread separated from the woven fabric of American history is a failure. Maryland History can never be really emphasized in this way, but becomes contemptible rather in the eyes of both teachers and pupils.

II. We recommend, and for reasons analogous to the above, that in the high school course, English History be taught, *pari passu* with European History, that is, as it was really made.

It is believed that these recommendations are in line with both sound theory and wise practice.

GEORGE W. WARD,

Principal Maryland State Normal School, Chairman.

REPORT OF COMMITTEE ON SECONDARY SCHOOLS.

HOWARD C. HILL, *Chairman.*

OCEAN CITY, Md., June 24-27, 1908.

Maryland State Teachers' Association:

I feel that if not absolutely correct, I am not far at least from the facts when I say that there is scarcely a problem before the educational public to-day, so much discussed and demanding so much attention as that of the public high school. Education has come more and more to mean development—life-growth—and the high school age is the critical one in this growth of the boy or girl. Coming just at the time of, or shortly after, the entrance upon the period of adolescence, the arbitrary leading of the

teacher must stop; henceforth the pupil himself is to be reckoned with as an active factor in the development, the element of personal choice enters, and behold! we have a new creature to deal with.

How to meet these conditions most successfully and fully is the question of questions. One fact has been clearly demonstrated after a few decades of high school experience. The high school must aim to meet the needs of the community and its boys and girls, rather than fix an arbitrary standard of scholarship which they must meet. Do not understand that I mean to lower the standard of our high schools—far be it from me; rather I should advocate a gradual reaching up after higher and better things for those who can obtain them.

There are, generally speaking, three classes of young people who are to be considered in the discussion of secondary school work: First, those boys and girls of scholarly tendencies who are preparing for college or for some profession. I am one who believes firmly in the theory that the State in providing public education is guarding her own interests and doing more than has ever been done through other agencies toward the establishment of real democratic government. Hence I believe in not only high school and college, but university education at State expense for worthy men and women.

But public education in a democracy means democratic training for citizenship, and, this requires an equality of opportunity, or as Dr. Elliott puts it an equilibrium, which he explains to mean equality of opportunity for investment of the individual talents. This means still further that the mere classical high school as such shall cease to be, that while retaining the course for preparation for college, the public schools shall cease to be maintained solely to support the professions to the neglect of the vocations.

Hence there is the second and much larger class of pupils whose goal is some trade or business; and I believe we are making progress in the right direction when we introduce our commercial and teacher's training courses, and our training in manual and domestic arts. Of course, all of this means additional teaching and supervision, and we realize that these in turn mean greater expense (there is not space here, however, for an extended discussion of this very important phase of the question). It means also teachers who are not only better trained, but better acquainted with the commercial and industrial conditions in their own community, particularly, and in the country generally.

And this brings me to the third class of pupils and the ones to whom I wish especially to call your attention, as presenting, perhaps, a new field for secondary school work, if it is to maintain its position as a part of the system of free public schools. Thirdly, then, there is the large class of pupils whose course is unfixed; who for one reason or another do not know for what they are fitted; who do not fit into any of the regular school work and, becoming discouraged or failing, leave school entirely at various stages of the course. Here a tremendous problem presents itself; I believe that we should be as much concerned with these pupils as with

the other classes; yea, I think if recent conclusions as to the functions of the secondary school and of the public schools in general are right ones (as I thoroughly believe them to be), that paradoxical as it may seem, the important problem for us to solve is not so much that of the pupils who are in our high schools as now constituted, as that of the girls and especially the boys who leave or who are not in the high schools at all.

What becomes of them? This boy has a tempting offer to enter some office or to learn a trade, and the new interests bring into play his waning enthusiasm, he applies himself to his task and succeeds. On the other hand this boy, through the carelessness or indulgence of those whose duty it is to prevent it, leaves school and falling into habits of carelessness and sloth, makes an utter failure of life; unless as is sometimes the case, he is saved by the interest of some one who sees through the unattractive exterior some gleam of inward worth. I have in mind many examples of all three classes which have come under my own observation, and the results, especially of the first class mentioned have convinced me of a broader and, as I have said, perhaps new field for the secondary schools. To my mind it is not only reasonable and just, but practical and economic for the high school in the community, through its principal, to be as it were an employment bureau. By this I mean that not only could the principal of the school so acquaint himself with and secure the confidence of the men in business and industrial enterprises in his community, that such pupils as I have mentioned who have special aptitude for certain lines of work, but have reached their limit in so far as the regular classical work of the high school is concerned, could be placed in suitable positions, thus accomplishing a two-fold good; but even farther, it might mean a system of apprenticeship whereby those who have heretofore taken positions without any high school training might pursue partial courses in branches which they need, thus making them more valuable to themselves, their employers and to the State. This truly would be a move toward equal opportunity for all and would be striving not only to produce worthy lives, but to give capacity for earning a worthy living.

To bring about such results three things are needed. Better trained and better paid high school teachers; better understanding between teacher and the leaders in community life as to political and industrial conditions; and thirdly (the old story, ever new), men and women, consecrated to the work. As the movement for more material interest in and support of our schools goes on, as the curriculum becomes better and more suited to the needs, let us as teachers strive toward a higher standard of manhood and womanhood, that by example and sympathy, as well as by precept, we may lead the young men and women committed to our care, to a higher plane of life and usefulness.

REPORT OF COMMITTEE ON PHYSICAL TRAINING.

The limited investigation your Committee was able to make showed that while Baltimore City and some of the high schools in the larger towns give attention to Physical Training, the country schools of the State almost uniformly neglect it. We deplore this, for we believe with Phillips Brooks, "The duty of physical health and the duty of spiritual purity and loftiness are not two duties, they are two parts of one duty, which is the living of the completest life which it is possible for man to live."

We feel that physical training is of such importance to the child that a certain portion of each school day should be devoted to it, and in this we are in accord with the weight of authority among the great educators of past ages. Not only does training the body improve the mind and thus lead to a higher standard of scholarship, but it develops the moral character as well.

The day for professionalism in college and high school sports and the spirit that would win at any cost is being replaced by straight and generous rivalry. Boys no longer think it moral to win a game by dishonesty and deception. We advocate physical training, therefore, as a necessary part of the boys' make-up, mentally and morally, as well as physically.

Parker says: "The laws of health are the laws of God and are just as binding as the Decalogue." Excess of sport may be bad, but this is aside from our contention. We plead for cultivation of the body and are advocating sports as a means to that end. Without argument we state our firm conviction, based upon much observation and thought, that our schools are not fulfilling their mission when they merely inform the mind and do nothing to properly form the body.

We are confronted, as President Cleveland said, "by a condition and not a theory." No time being allowed in the curriculum what can be done? If nothing more we would suggest that recess periods be devoted to games involving every child. The Folk Games and Dances are accessible, and any teacher may learn them. These games, for the most part, develop grace and strength of movement, while they recreate the player. To turn work into play is a great achievement. Of the large number of books available we commend the following:

"Bean Bag and Rubber Ball Games for Indoor Work," by Prof. C. F. Schultz, Supervisor of Physical Training for Baltimore. Published by the author.

"One Hundred and Fifty Gymnastic Games, Compiled by Grades of Boston Normal School of Gymnastics." Published by George H. Ellis & Co., New York.

"Two Hundred Indoor and Outdoor Gymnastic Games," by Marie Frey. Freidenker Publishing Company, Milwaukee.

The best books on the Folk Songs and Dances are those of Marie Reuf Hofer, but they require some musical ability.

ROWLAND WATTS,
INDIA ROWLAND,
NELLIE SLYE,
AGNES McLEAN,
MARGARET WILLIAMS.

Committee.

HIGH SCHOOL TEACHERS' ASSOCIATION.

OCEAN CITY, Md., June 25th, 1908.

Meeting called to order by the President, Amon Burgee, at three o'clock in the Casino.

Mr. Hoffecker states the object of the meeting, namely, to arrange place, date and program of the midwinter meeting. There were several suggestions to make it continuous either with the Thanksgiving or Christmas holiday in order to avoid another break in school work, but on account of the Superintendent's meeting in Baltimore, the first of December, which gives the form of an educational rally, it was decided to leave said questions entirely to the judgment of the Executive Committee.

Mr. Handy then made a motion recommending that no pupils be allowed to enter upon the Commercial Course, as now outlined, until two years of high school work had been completed. After this motion had been discussed by Messrs. Noble, Manning, Wright and Hill, it was seconded by Mr. Hill and unanimously carried. Mr. Reisler moved that a committee of one be appointed to carry a copy of said motion to the Superintendents' meeting then in session. After this was seconded and carried, the chair appointed Mr. Caldwell as committee of one. The Superintendents had adjourned, so motion was returned to the Secretary and Mr. Hill moved that the Secretary send a copy of said motion to the Committee which had been appointed to arrange the Commercial Course for the ensuing scholastic year. This motion was seconded by Mr. Caldwell and carried.

The next subject under discussion was the seeming objection of the Superintendents of a few Counties to this Association. Mr. Morelock made the motion that a letter be written to some one principal of a high school in these opposing Counties, requesting that the cause of such opposition be discovered and relieved if possible, in order that every County, School Board and Superintendent may give a hearty co-operation to this work. After being seconded by Mr. Manning, this motion was unanimously carried.

Mr. Smith then made a motion that in the future a regular program be arranged for this June meeting entirely separate from the State Teachers Association, so that some definite plan of work may be accomplished. Seconded by Mr. Handy and carried.

CLARA ESTELLE ROSE,
Secretary.

BALTIMORE POLYTECHNIC INSTITUTE.

W. R. KING, U. S. N., *Principal.*

BALTIMORE, January 18th, 1908.

To the Officers and Members of the Maryland State Teachers' Association:

As your delegate to the meeting of the Virginia State Teachers' Association, held at Roanoke, Va., November 26-29, 1907, the undersigned begs to submit the following report:

The school people of Virginia are now facing almost substantially the same conditions as obtained in our own State prior to 1902, although their problems are, possibly, more difficult, owing to the facts that Virginia is much larger than Maryland and that for several reasons school sentiment has been, and still is, more difficult to arouse than with us. As the means of procuring the awakening of public sentiment with regard to the needs of the schools, and for the dissemination of educational information in general among the people of the State, State Superintendent Eggleston and his Board of Examiners have instituted an annual conference of all the educational forces of Virginia. There are in attendance upon these conferences—"educational rallies," the Superintendent calls them—teachers of public and of private schools ranging in grade from kindergarten to university, teachers of denominational, commercial and technical schools, trustees, County School Boards, County Superintendents, City Superintendents, County Commissioners—in fact, all persons who are in any way connected with education in practice or in administration, or who are charged with the duty of raising or handling educational funds. These conferences, which are held annually at a different place each year, have already so powerfully stirred State interest in school matters and so definitely crystallized school sentiment that they have become the directing influence in the educational policy of Virginia.

The Virginia State Teachers' Association is probably the most important of the constituent bodies of these annual conferences. The meeting of 1907 was held at Roanoke, in the southwestern part of the State, on November 26-29, and attracted an attendance of over 1,500 teachers and school officials. It seemed to your representatives that the distinguishing feature of the meeting was its spirit of earnest inquiry as to State conditions, and of sincere determination to improve them by uniting on some reasonable but effective plan of action. Since the measure regarded, at this juncture, as most vital to the cause of public education in Virginia is the enactment, by the Legislature of 1908, of a minimum salary law, I was requested to speak upon the work of the Maryland State Teachers' Association, with special reference to the methods adopted in procuring the passage of our minimum salary provision of 1904. Principal Joseph H. Saunders, of Norfolk, Chairman of the Virginia State Teachers' Association Committee on Drafting a Minimum Salary Bill, followed your representative by presenting an exhaustive analysis of the minimum salary laws now in effect in the United States, and offered for endorsement a bill modeled principally upon the Indiana law. I am informed that the Com-

mittee's bill was adopted by the Association and that it is now being pressed before the Virginia Legislature. It is a pleasure to know that Mr. Saunders was elected President of the Virginia State Teachers' Association at the close of the Roanoke meeting, and that he was designated as the delegate to our meeting in June, 1908.

I desire particularly to acknowledge the hearty welcome and hospitality accorded me on every hand, and to discharge the very pleasant duty of expressing the Virginia State Teachers' Association's keen appreciation of our action in sending a delegate to their meeting, whereby, as they kindly express it, the way has been opened to mutually helpful professional relations between the Associations. Respectfully submitted,

SAMUEL M. NORTH.

Standing Committees of the Maryland State Teachers' Association for session 1908-1909, appointed by the President, Albert S. Cook:

Modern Languages—

Charles F. Raddatz, Chairman, Baltimore.
H. H. Murphy, Reisterstown.
C. E. Carl, Hagerstown.

Kindergarten—

Ada Scott, Chairman, Salisbury.
Inez Johnson, Frostburg.
Mary E. Sherwood, Sparrows Point.

Mathematics—

E. G. Comegys, Chairman, Catonsville.
Edward M. Noble, Denton.
E. B. Fockler, North East.

Natural Sciences—

Irving L. Twilley, Chairman, Baltimore City.
A. C. Humphreys, East New Market.
D'Arcy C. Barnett, Cambridge.

Aesthetics—

Sarah E. Richmond, Chairman, Baltimore.
B. J. Grimes, Centreville.
Nicholas Orem, Easton.

Physical Training—

Rowland Watts, Chairman, Baltimore City.
India Rowland, Baltimore City.
Miss Cox, Maryland State Normal School.

Manual Training—

E. A. Hidey, Chairman, Westminster.
Carroll Edgar, Elkton.
John T. Bruehl, Centreville.

Enrollment—

Margaret Robinson, Chairman, Frederick.
S. Elizabeth Meade, Howard County.
Sarah Williams, Baltimore City.

Auditing— R. Berryman, Chairman, Baltimore City.
Sidney S. Handy, Talbot County.
E. H. Norman, Baltimore City.

Resolutions— Robert H. Wright, Chairman, Baltimore City.
H. R. Wallis, Annapolis.
H. Crawford Bounds, Salisbury.

School Legislation, Administration and Supervision—
Dr. M. Bates Stephens, Chairman, Annapolis.
W. H. Dashiell, Princess Anne.
W. C. Phillips, Savage.
James H. Van Sickle, Baltimore City.
E. W. McMaster, Worcester County.

Elementary Schools—
Minnie Davis, Maryland State Normal School.
Joseph Blair, Sparrows Point.
Addie M. Dean, St. Michaels.

Secondary Schools—
Howard C. Hill, Chairman, Cumberland.
N. Price Turner, Salisbury.
Sidney S. Handy, Easton.
Margaret M. Robinson, Frederick.
Dr. S. Simpson, Westminster.

English— Samuel M. North, Chairman, Baltimore City.
Dr. Henry S. West, Baltimore City.
Bessie L. Gambrill, Ellicott City.

Geography— Alice McDaniel, Chairman, Easton.
B. F. Fleagle, Hampstead.
Florence Albert, Hagerstown.
Minnie Purphy, Poplar Springs.
Pearl Brinstow, Havre de Grace.

History— J. Montgomery Gambrill, Chairman, Baltimore City.
Lida Lee Tall, Baltimore County.
W. H. Tolson, Baltimore City.

Maryland State Reading Circle—
Dr. M. Bates Stephens, ex-officio, Denton.
Miss Sarah E. Richmond, Chairman, Baltimore City, term
expires 1910.
Miss Mary E. Ford, Frostburg, term expires 1910.
Mr. J. Montgomery Gambrill, Baltimore, term expires 1909.
Dr. Robert H. Gault, Chestertown, term expires 1909.
Miss Margaret Robinson, Westminster, term expires 1912.
Mr. H. E. Austin, Baltimore, term expires 1912.

*The two new members, whose terms expire in 1911, have not yet been appointed.

Sessions of the Maryland State Teachers' Association.

<i>Year.</i>	<i>Where Held.</i>	<i>President.</i>
1866.....1	Western Female High School.....	Baltimore.....
1867.....2	St. John's College.....	Annapolis.....
1868.....3	Western Female High School.....	Baltimore.....
1869.....4	Western Female High School.....	Baltimore.....
1870.....5	Hall, House of Delegates.....	Annapolis.....
1871.....6	Eastern Female High School.....	Baltimore.....
1872.....7	Court House.....	Frederick City.....
1873.....8		Hagerstown.....
1874.....9	Western Female High School.....	Baltimore.....
1875.....10		Cumberland.....
1876.....11	City College (1 day during N. E. A.).....	Baltimore.....
1877.....12		Easton.....
1878.....13	City College.....	Baltimore.....
1879.....14		Hagerstown.....
1880.....15		Ocean City.....
1881.....16	Frederick	Frederick City.....
1882.....17		Cumberland.....
1883.....18		Ocean City.....
1884.....19		Ocean City.....
1885.....20		Deer Park.....

1886.....21	Blue Mountain House.....	Old Point, Va.....	F. A. Soper.
1887.....22	Mountain Lake Park (with W. Va. Asso.).....	.....	P. A. Whitner.
1888.....23	Blue Mountain House.....	.....	Lewis Ford, V.-P.
1889.....24	Blue Mountain House.....	.....	H. G. Weinmar.
1890.....25	.....	Bay Ridge.....	W. H. Dashiel.
1891.....26	.....	Ocean City.....	John E. McCahan.
1892.....27	Blue Mountain House.....	.....	James A. Difffenbaugh.
1894.....28	.....	.....	Wilbur F. Smith.
1895.....29	Blue Mountain House.....	.....	M. Bates Stephens.
1896.....30	.....	Deer Park.....	Chas. F. Raddatz.
1897.....31	Blue Mountain House.....	.....	E. B. Prettyman.
1899.....32	.....	Ocean City.....	John F. White.
1900.....33	Chautauqua Beach.....	Bay Ridge.....	L. L. Beatty.
1901.....34	Blue Mountain House.....	.....	Edwin Hebdon.
1902.....35	.....	Ocean City.....	F. Eugene Wathen.
1903.....36	.....	Ocean City.....	Joseph C. Blair.
1904.....37	.....	Ocean City.....	H. Crawford Bounds.
1905.....38	Blue Mountain House.....	.....	Arthur F. Smith.
1906.....39	.....	Ocean City.....	Dr. S. Simpson.
1907.....40	Jamestown Exposition.....	Norfolk, Va.....	Dr. James W. Cain.
1908.....41	.....	Ocean City.....	Albert S. Cook.

HUGH W. CALDWELL,

Recording Secretary.

Constitution and By-Laws

OF THE

Maryland State Teachers' Association.

Adopted July 5th, 1900.

Ordered Reprinted June 26, 1908.

REPORT OF THE COMMITTEE ON THE RE-ORGANIZATION
OF THE MARYLAND STATE TEACHERS' ASSOCIATION.

Mr. President. Your Committee appointed to take into consideration the state of the Association, etc., hereby report that, after consultation and careful deliberation, they deem it advisable to make such changes in procedure in the work of the Association, as will tend toward modern educational investigation and study, and to that end they recommend the adoption of the subjoined resolutions.

E. B. PRETTYMAN, *Chairman.*
GEO. C. PEARSON,
F. E. WATHEN.
EDWIN HEBDEN,
CHAS. E. DRYDEN,

Committee.

Resolved, That the plan of reorganization submitted herewith be, and the same is hereby, adopted as the amended Constitution and By-Laws of this Association, superseding and replacing the Constitution and By-Laws and all amendments thereto heretofore adopted, together with any resolution inconsistent or conflicting herewith.

Resolved, That these resolutions shall take effect from the date of their passage.

Adopted July 5th, 1900.

PLAN OF RE-ORGANIZATION.

ARTICLE I.—NAME.

This organization shall hereafter be designated and known as the Maryland State Teachers' Association.

ARTICLE II.—MEMBERSHIP.

Section 1. All persons in any way connected with the work of public school education in this State are eligible to active membership herein. Any such person may become an active member of this Association by paying the annual dues of fifty cents and signifying assent to this Constitution, and may continue his membership from year to year by the payment of the annual dues aforesaid.

Sec. 2. All friends of education in this State, upon payment of the annual dues, may become associate members, with all privileges of the Association, except the right of voting.

Sec. 3. Other distinguished educators, and friends of education, on being proposed by the Executive Committee, may be elected honorary members of this Association.

ARTICLE III.—OFFICERS.

Section 1. The officers of this Association shall be a President, two Vice-Presidents, a Recording Secretary, a Corresponding Secretary, a Treasurer, and an Executive Committee consisting of five members and the President and Treasurer as ex-officio members, all of whom shall hold their respective offices until their successors are elected.

Sec. 2. The officers of this Association shall perform such duties as generally pertain to their respective offices.

Sec. 3. The Treasurer shall receive all funds belonging to the Association, and pay all orders signed by the Chairman of the Executive Committee; it being the intent hereof that all such orders for the payment of bills shall be approved and signed by the Chairman of the Executive Committee during whose incumbency such expense was incurred.

The Treasurer shall present a written report of the finances at each annual meeting; he shall have on hand at said meeting his books, vouchers and other documents; and immediately upon the expiration of his term of office he shall turn over to his successor all funds, books, vouchers and other documents belonging to the Association.

Sec. 4. The Executive Committee shall have power to fill all vacancies in its own body; shall have in charge the general interests of the Association; shall make all necessary arrangements for its meetings, and shall carry into effect all orders and resolutions of the Association not otherwise provided for.

In making up the programme for the regular annual meetings of the Association, provision shall be made for the presentation and discussion of the reports of the Standing Committee (and Special Committees), hereinafter provided for. The Executive Committee may call for a report from any of the said committees to be presented at the regular annual meeting, by notifying the chairman of such committee at least two months before the time of said meeting.

It shall make an annual report to the Association.

ARTICLE IV.—STANDING AND SPECIAL COMMITTEES.

Section 1. For the purpose of bringing before this Association for its consideration and discussion, and through its instrumentality of presenting to the teachers of this State mature and well-digested thought concerning the different branches, conditions and departments of modern education, and to encourage and promote investigation and study therein, which alone can elevate and entitle teaching to the rank of a profession, the President shall appoint the following Standing Committees, and designate the chairman of each:

1. School Legislation, Administration and Supervision.
2. Elementary and Secondary Schools.
3. English.
4. Geography and History.
5. Mathematics.
6. Natural Science.
7. Aesthetics.
8. Physical Training.
9. Manual Training.
10. Kindergarten.
11. Modern Languages.

The President shall assign such number of members of these several committees as he may deem requisite, unless otherwise directed by the Association, except that no Standing Committee shall have less than three members.

The President may appoint additional members to any committee provided for by this Article at any time upon the request of the chairman of said committee.

Sec. 2. Upon the written request of five or more members of the Association that a special committee be appointed to take into consideration some particular educational subject, or upon order of the Association to that intent, the President shall appoint such special committee.

Sec. 3. All committees provided for by this Article shall have power to fill vacancies.

Sec. 4. Each committee shall at each session arrange for the consideration of such matters pertaining to it, by division into sub-committees, or in such other manner as the committee may determine.

Each committee shall give special consideration to its allotted subject; shall endeavor to collect and collate trustworthy information and statistics; shall seek to determine and present essentials and non-essentials; all as pertaining to its particular subject.

Each committee shall present at the annual meeting a written report, either preliminary or complete, and in suitable form for filing, binding or publication.

ARTICLE V.—MEETINGS.

The Association shall hold annual meetings at such time and place as may be determined by the Executive Committee, or by vote of the Association, and other meetings at the call of a majority of the officers of the Association.

ARTICLE VI.—ELECTION OF OFFICERS.

Section 1. The officers of the Association shall be elected at the last day's session of the annual meeting in the following manner. The President shall appoint two tellers to collect and count the ballots. Nominations may be made and the vote shall then be taken. The person receiving the majority of the votes cast shall be declared elected. The Association may, however, by a *viva voce* vote record its ballot for any candidate.

Sec. 2. The President and the Chairman of the Executive Committee shall each be chosen alternately from the teachers and from the Examiners and Superintendents and Commissioners.

Sec. 3. All officers elected as above provided shall enter upon the duties of their respective positions immediately upon the close of the annual meeting at which they were elected.

ARTICLE VIII.—By-LAWS.

By-Laws not inconsistent with this Constitution may be adopted by a two-thirds vote of the members present at the annual meeting, and any by-law may be suspended by a two-thirds vote of the members present.

ARTICLE VIII.—AMENDMENTS.

This Constitution may be altered or amended with the consent of two-thirds of the members present at the annual meeting, but not without a formal notice of the proposed amendment presented in writing at least one day previous to action thereon.

BY-LAWS.

ARTICLE I.—ANNUAL DUES.

The annual dues of this Association shall be fifty cents.

ARTICLE II.—COMMITTEES.

At the morning session of the second day of each annual session the President shall appoint the several Standing Committees provided for in

Article IV of the Constitution, a committee to enroll the names and record the addresses of all the members present and furnish the Recording Secretary a copy to be inserted upon the minutes, an Auditing Committee of three, a Committee of five on Resolutions, and, if occasion arises, a Committee of three on Publication, all of which committees shall perform the duties usually pertaining thereto.

ARTICLE III.—HOURS OF MEETING.

The hours of meeting shall be arranged by the Executive Committee.

ARTICLE IV.—PRESIDENT'S ADDRESS.

The President shall deliver an address on the first day of the annual meeting.

ARTICLE V.

When the business of an annual meeting shall have been completed, the President shall introduce the President-elect to the Association, and he shall declare the meeting adjourned *sine die*.

SUPPLEMENTARY REPORT OF THE COMMITTEE ON RE-ORGANIZATION.

Your Committee begs leave to submit also the following as suggestive with reference to the division and character of work of the several Standing Committees.

After the several committees shall have organized and arranged for the prosecution of the work pertaining thereto, each chairman should keep himself in communication with the sections or members of his committee, and at least two months before the annual meeting he should provide and arrange for the bringing together of the work of the different sections or members and its preparation into a report to be presented at the ensuing annual meeting, giving due notice to the Chairman of the Executive Committee, so that time and place may be given in the program for the meeting and discussion thereon provided for.

The following items might properly be considered as comprehended by the subjects of the respective Standing Committees, as well as such others as they find pertinent:

School Legislation and Administration: Purpose and extent; absolute and discretionary; how to make operative; how to enforce; compulsory education; schools of discipline or restraint.

Supervision: Methods, time, extent of; ethics of—in relation to pupils, teachers, parents; school management and discipline, attendance, truancy, lateness, punishments, rewards; promotion, grading and classing of pupils,

means for judging, marking systems, examinations; curriculum, studies, time, arrangement, grades; school buildings and appurtenances, furniture, apparatus, heating, ventilating, location, surroundings, construction, decoration.

Elementary and Secondary Schools: Functions of each; differences in kind and character of work, to what extent should the work be correlated, wherein distinctive.

English: Speaking and reading, teaching of, practice of, supplementary reading, literature; structural, grammar, composition, spelling.

Geography and History: The earth as a unit and the physiography thereof; the earth in relation to man—political and commercial geography and history pertaining thereto; man's relation to his environment—history and geography as entering thereinto.

Mathematics: Arithmetic; pure mensuration to geometry; algebra, geometry and higher mathematics.

Natural Science: Physiology, hygiene, physical training; nature studies, purpose and extent of it in different grades.

Aesthetics: To what extent may and should this be sought in the school-room, how to develop good taste and appreciation of the beautiful; writing, drawing, music as means; other retainable means, and suggestions as to their use to this end.

Physical Training: Relation to biology, physiology, hygiene; systems, time, means, extent, purpose of—in schools; voice training.

Manual Training: Object, extent, means for teaching in every school.

Kindergarten: Limits of; work of; effect upon the child.

Finally every committee should endeavor to collect, study and present trustworthy statistics as to the time now given to its branch or branches of study; the effect upon the child's mental development and growth, that is, chiefly upon his creative and his receptive faculties; its relative importance to other branches and to his life-work; from all of which some conclusion or opinion might be offered as to the educational value of such branch, the extent to which it should be taught and the time which should be given thereto.

Maryland State Teachers' Association.

List of Members State Teachers' Association for 1908.

ALLEGANY COUNTY.

A. C. Willison, Supt., Cumberland.	Lillie Compton, 4 Browning St., Cumberland.
J. W. Thomas, Pres't of School Board, Cumberland.	Anna Webster, 133 Walnut St., Cumberland.
Dr. J. M. Price, Member of School Board, Frostburg.	Lydia DeNeen, 53 Decatur St., Cumberland.
A. F. Smith, Lonaconing.	Margaret Dorsey, Midland.
J. J. Tipton, Cumberland.	Agatha Dorsey, Midland.
Howard C. Hill, Cumberland.	Ida Close, Midland.
H. G. Weiner, Cumberland.	Mary Close, Midland.
J. H. W. Onion, Cumberland.	Julia Cavanaugh, Midland.
G. W. Craig, Frostburg.	Bessie McKenna, Midland.
O. B. Boughton, Frostburg.	Minnie Hartsock, Flintstone.
Nellie Raley, Frostburg.	Mary Hartsock, Flintstone.
Inez Johnson, Frostburg.	Mary Major, Barton.
Nina De Haven, Corrigansville.	Mary E. Ford, Frostburg.
Kate McCaughn, Frostburg.	Agnes T. Davis, Frostburg.
Bridget F. Birmingham, Barton.	Katie Goldsborough, 7 Browning St., S. Cumberland.
Martha Thomas, Frostburg.	Maggie M. Turgy, Oldtown.
Katherine Thomas, Frostburg.	Edith Wentling, Cumberland.
Ora Murrie, 141 Madison St., Cumberland.	Mollie Bopst, Cumberland.
Stella Hosken, Frostburg.	Emma Gudeman, Cumberland.
Anna Hanson, Frostburg.	Laura Howser, Cumberland.
Sue McKnight, 7 Columbia St., Cumberland.	Alexander Adams, Cumberland.
Mary Cecil, Cumberland.	Lizzie Meyers, 125 Church St., Lonaconing.
Mollie Copeland, Cumberland.	Mary Walsh, 125 Church St., Lonaconing.
Margaret Hudson, Cumberland.	

ANNE ARUNDEL COUNTY.

Dr. Thomas Fell, St. John's College, Annapolis.	Amy Hopkins, Rutland.
Elizabeth Williams, Woodwardville.	Wm. S. Crisp, Annapolis.
Emily Hopkins, Rutland.	H. R. Wallis, Annapolis.

BALTIMORE CITY.

Wm. J. Holloway, State Normal School.
Dr. E. J. Becker, 1518 Park Ave.
Mrs. E. J. Becker, 1518 Park Ave.
M. T. Dallam, Western High School.
John F. Bledsoe, School for the Blind.
Charles Boucha, School for the Blind.
Virginia Kelley, School for the Blind.
Judson Hunt, 508 N. Stricker St.
Miss Hunt, 508 N. Stricker St.
Samuel M. North, Polytechnic Institute.
W. A. Houston, 1005 Union Trust Bldg.
Mrs. W. A. Houston, 1005 Union Trust Bldg.
Jane J. Pilsbury, 602 E. 27th St.
Miss Franklyn, 602 E. 27th St.
G. R. Ellsler, 711 E. 21st St.
T. L. Gibson, State Normal School.
J. L. Wilson, 5-9 Commerce St.
G. A. W. Bell, 5-9 Commerce St.
Prof. Geo. S. Wills, Polytechnic Institute.
Alice R. Talbott, 12 E. Fayette St.
Katherine Gemmill, 12 E. Fayette St.
Chas. E. Dibb, 12 E. Fayette St.
R. Stacey Valiant, 12 E. Fayette St.
F. O. Alta, 12 E. Fayette St.
E. Gemmill, 12 E. Fayette St.
E. H. Norman, 300 N. Charles St.
Mrs. Wm. H. Tolson, 1100 N. Caroline St.
Girard Morgan, 6 Club Road, Roland Park.
Edwin Hebden, 714 Euclid Ave., Tuxedo Park.
Dr. Henry West, Hilton Ave., near Ivanhoe, Catonsville.
Dr. W. N. Tolson, 1100 N. Caroline St.
Lyda Hutson, 1904 Oak Hill Ave.
Bertha Behreds, 36 N. Luzerne St.
Lillian Black, 11 N. Collington Ave.
John S. Black, 11 N. Collington Ave.
Arthur Marshall, 2833 York Road.
E. H. Read, Supt. Parental School, Gilmor, Waverly.
Mav Cummings, 521 N. Carey.

Mary Holmes, 521 N. Carey.
India Rowland, 1204 Madison Ave.
Prof. Rowland Walls, 1200 W. Lafayette Ave.
John E. McCahan, 507 N. Carrollton Ave.
Flora Laupus, 1007 Concord Ave.
F. Viola Getty, 2956 York Road.
Camilla Henkle, 1810 Park Ave.
Mary Sibiski, 822 E. Fayette St.
Norwa Theime, 1609 E. Preston St.
Elisha Jackson, 1023 N. Broadway.
Theresa Dallam, 307 Dolphin St.
Robert H. Wright, 1434 John St.
L. S. Cook, 1113 Linden Ave.
Helen Richardson, 1510 Hollins St.
F. C. Bornschein, 2008 Cromwell St.
Mrs. F. C. Bornschein, 2008 Cromwell St.
Emma Kenney, 213 N. Fulton Ave.
Blanche Hedewan, 2134 E. Baltimore St.
Ernestine Chambers, 3122 W. North Ave.
Florence Arnold, 2053 Woodberry Ave.
Minnie Murphy, 428 N. Carey.
Eva Willoughby, Lexington St.
Towney R. Wolfe, 3518 Bank St.
Robert Andrews, 1603 McCullough St.
James Blair, 2932 St. Paul St.
J. Mont. Gambrill, 2102 Chelsea Terrace.
Chas. W. Byrn, 1005 Harlem Ave.
Sarah E. Richmond, State Normal School.
Dr. Geo. W. Ward, State Normal School.
Florence Snyder, State Normal School.
Harriet Coale, State Normal School.
Ida Mason Cox, State Normal School.
M. J. Richmond, 2508 Madison Ave.
O. M. Mears, 25 W. Fayette St.
Mrs. E. B. Jordan, 25 W. Fayette St.
Edith M. Whitaker, 1622 W. Franklin St.
Herbert E. Austin, State Normal School.
Emma A. Cleaver, 216 Gough St.

BALTIMORE CITY—Continued.

M. Annie Grace, 1327 Highland Ave., Highlandtown.	Jennie Smyth, 1729 W. Lanvale St.
Edward Reisler, Polytechnic Institute.	Annie Godfrey, 1219 Madison Ave.
Margaret B. Clark, 1729 W. Lanvale St.	E. V. Sutton, 1911 9th St., Walbrook.

BALTIMORE COUNTY.

Sarah B. Ensor, Philopolis.	Eleanor Francis, Fullerton.
Sarah K. Williams, Hamilton.	Roberta Porter, Westport.
M. E. Logan, Cockeysville.	Mary V. Phelps, Glen Arm.
K. V. Logan, Cockeysville.	Isabel Davidson, Towson.
Lillian Reese,	Isaac Price, Roslyn.
Evelyn Soper.	Annie Lin O'Dell, Owings Mills.
Nannie P. Gantt,	Stella E. Brawn, Woodensburg.
Mary F. Coster.	N. Grace Clark, Sparrows Point School.
Geo. T. Hall, Orangeville.	Lydia Fitzell, Sparrows Point School.
Mrs. A. S. Cook, Towson.	Caroline Puleit, Bengies.
Catharine M. Dinsmore, Sparrows Point.	Sarah Puleit, Bengies.
Margaret M. Lee, Sparrows Point.	Albert S. Cook, Towson.
Lawrence F. Magness, Sparrows Point.	John T. Hershner, Towson.
Mary L. Molloy, Highlandtown.	Reister Russell, Reisterstown.
G. Herbert Rice, Catonsville.	Thomas B. Todd, North Point.
John Heubner Rice, Catonsville.	S. M. Shoemaker, Stevenson.
F. B. Speed, Catonsville.	G. Herbert Rice, Catonsville.
Arthur C. Crommer, Towson.	Frank G. Scott, Cockeysville.
J. G. Dilworth, Monkton.	John Arthur, Fork.
Thomas Bruff, Towson.	Minnie R. Watson, Highlandtown.
J. A. Hillbridge, Sparrows Point.	Theresa Wiedefeld, Hamilton.
Joseph Blair, Sparrows Point.	Evelyn S. Darling, Hamilton.
Mary D. Sherwood, Sparrows Point.	Bessie Darling, Hamilton.
H. Marie Armstrong, Sparrows Point.	Bradley K. Purdum, Hamilton.
Nicholas H. Hope, Gardenville.	H. H. Murphy, Reisterstown.
Myrtelle Haviland, Woodlawn.	

CALVERT COUNTY.

D. P. Turner, Prince Frederick.

CAROLINE COUNTY.

A. W. Sisk, Preston.	Caroline P. Redden, Denton.
Laura Melvin, Denton.	Nellie M. Buttee, Preston.
Lilia T. Cox, Denton.	E. M. Noble (Superintendent), Denton.

CARROLL COUNTY.

Dr. S. Simpson, Westminster.
 Fred. D. Miller, Westminster.
 Geo. F. Morelock, Westminster.
 Ida F. Lockard, Westminster.

E. A. Heidey, Westminster.
 Jacob H. Blocher, Manchester.
 John O. De Vries, Westminster.

CECIL COUNTY.

George Biddle (Superintendent), Elkton.
 Mrs. George Biddle, Elkton.
 Norman W. Cameron, Elkton.
 Mary Emily Clark, Cecilton.
 Minnie B. Bouchelle, Barksdale.

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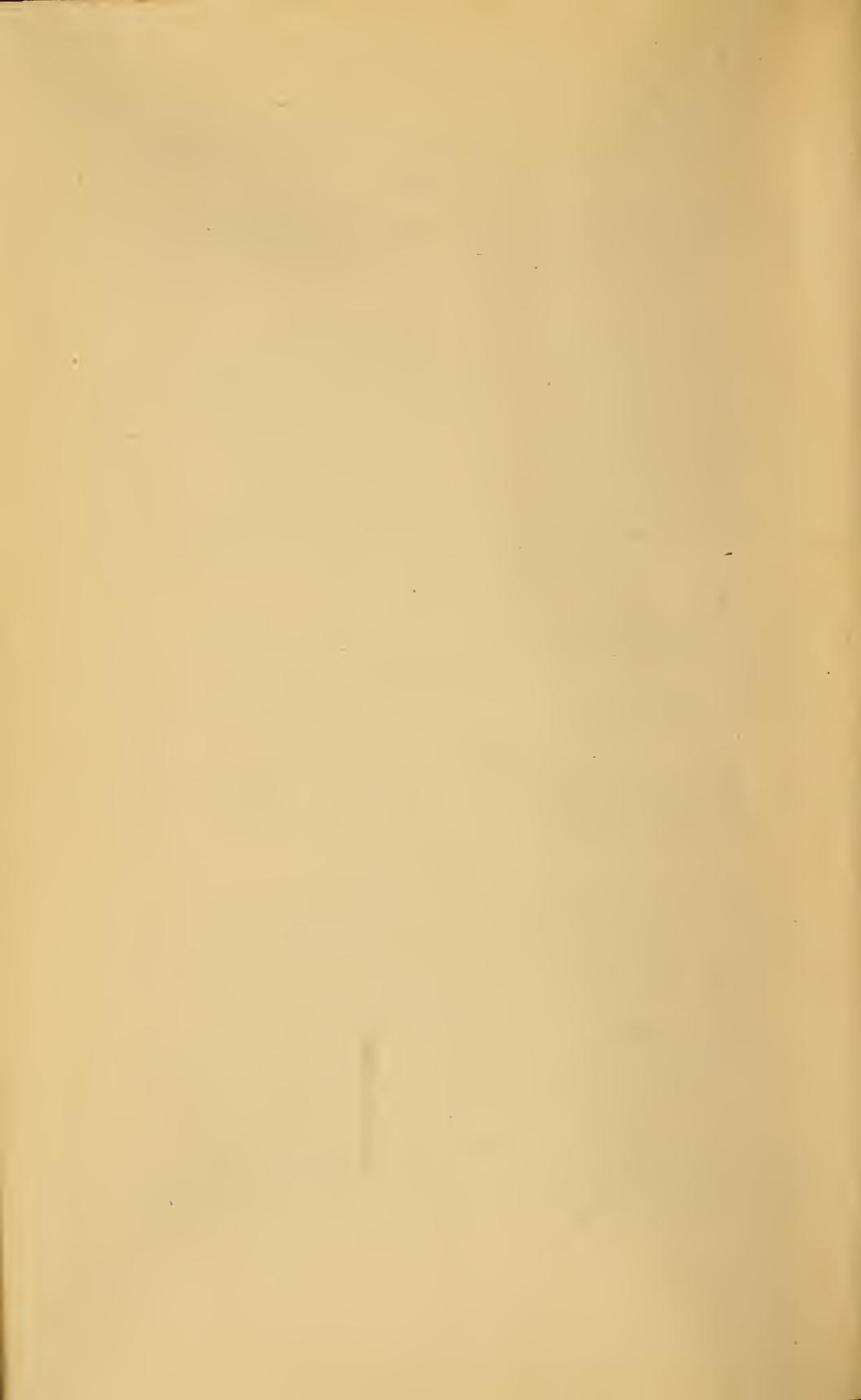
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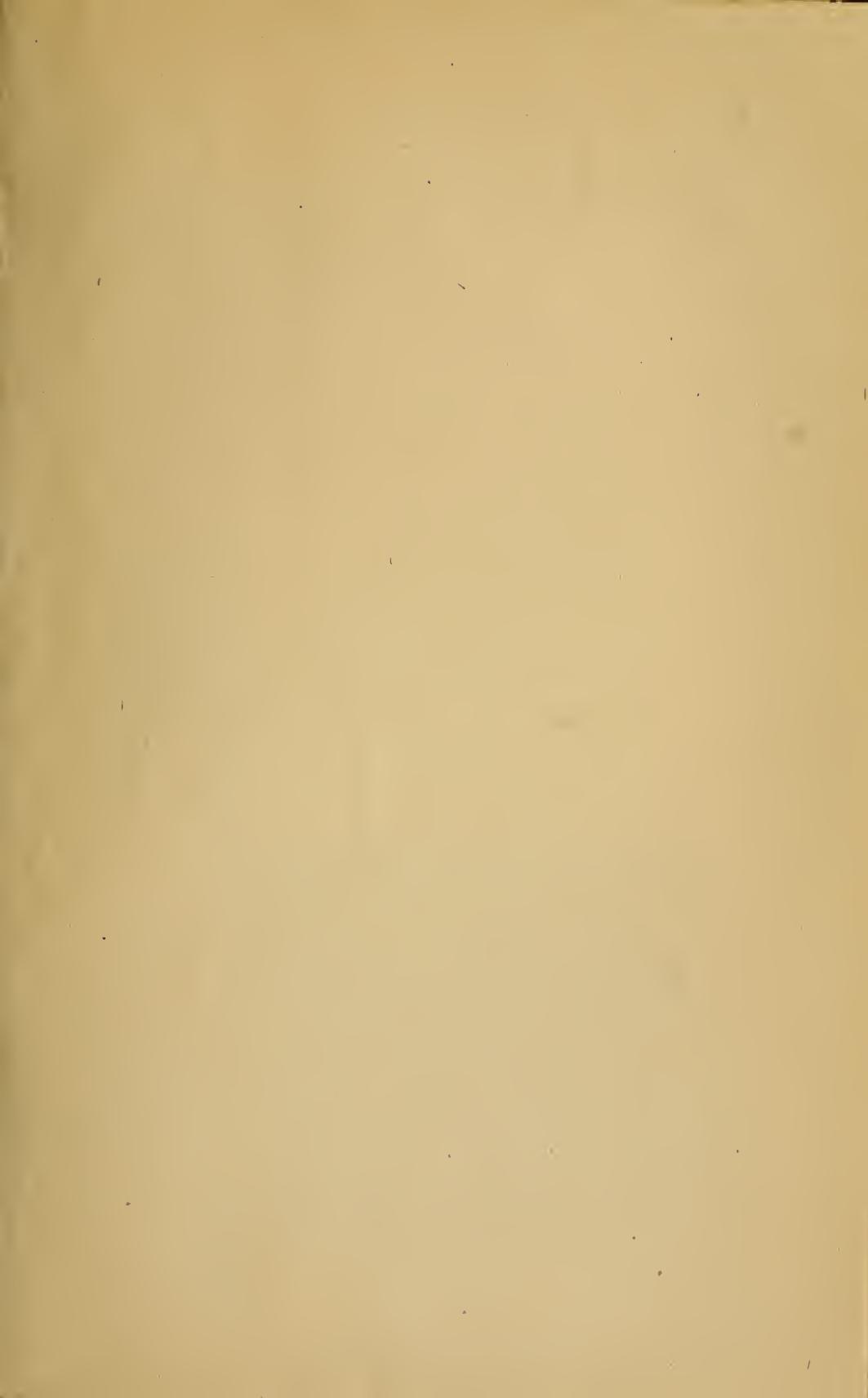
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